

A plurilingual approach to language teaching and learning in Catalonia: Using heritage languages in the additional language classroom

Caterina Sugrañes Ernest

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DOCTORAL THESIS

A Plurilingual Approach to Language Teaching and Learning in Catalonia:
Using Heritage Languages in the Additional Language Classroom

Presented by Caterina Sugrañes Ernest

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A Plurilingual Approach to Language Teaching and Learning in Catalonia: Using Heritage Languages in the Additional Language Classroom

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Acknowledgments

My languages define who I am: a Mediterranean, British, Central European mix of linguistic nuances which are a central part of me. Until recently, I had not given them much thought. My condition as a plurilingual speaker who is fully aware of her plurilingual abilities, has, I have now realized led me to understand languages the way I do, and teach languages accordingly.

I recall an article entitled 'Language diversity in the classroom' which I was asked to read as part of a doctoral course. The aim was to discuss why language diversity was considered beneficial for learning. I distinctively remember repeatedly asking myself why diversity was good and appreciating the mental challenge the exercise required. This was in 2003.

I would now argue that this diversity is not only beneficial; it is also a necessity in the world in which we are living. The thesis I am presenting here is, I humbly believe, an act of common sense: an example of efficient, relevant, pupil-centered and solid teaching practice.

Writing this thesis has been an unexpectedly enjoyable experience. I have come to know myself better and have learnt to understand more about myself as a teacher and teacher trainer. None of this, however, would have been possible, without the support, help and love of all the people who have accompanied me during this process.

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And finally, an enormous thank you to the 45 pupils who participated in the study. It has been an honour for me to have been able to watch you learn to feel proud of your languages, to have seen you experiment and enjoy yourselves as you learnt. You have made these past 2 years worth it. Keep feeling proud of your languages and your heritage. Never give up!

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A Plurilingual Approach to Language Teaching and Learning in Catalonia: Using Heritage Languages in the Additional Language Classroom

For Juna and Luan, Jan and Lau

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‘Si pasas de puntillas, ¿qué haces aquí?’

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ABBREVIATIONS¹

AS	Activity Survey
AL	Additional Language
ALC	Additional Language Classroom
ATMBT	Attitude and Motivation Battery Test
BCM	Basic Competence Marks
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CCPE	Catalan Curriculum for Primary Education
CEFRL	Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
DLC	Dominant Language Constellation
DLCT	Diverse Learning Context
DMM	Dynamic Model of Multilingualism
EPLUs	Efficient Plurilingual Language Users
EPs	Emergent Plurilinguals
FFG	Final Focus Group
FL	Foreign Language
HL	Heritage Language
IH	The Interdependence Hypothesis
IPA	Integrated Plurilingual Approach

¹ In order to facilitate reading, full wording of abbreviations will employed at the start of each chapter. Abbreviations are not used in titles.

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LAC	Language Audiovisual Marks
LBQ	Language Background Test
LITM	Language Identity Texts Marks
LITs	Language Identity Texts
PI	Plurilingual Identity
PDO	Pupils of Diverse Origin
RD	Researcher's diary
RIT	Recorded Interviews with the Teacher
SSI	Semi-structured Interview
SLA	Second Language Acquisition
TOLC	Translation for Other Learning Contexts
TOLCM	TOLC Marks

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1 INTRODUCTION

In our increasingly plural society there is a growing need to recognise and assess the different forms of communication currently being used. Globalization is leading to new forms of contact among diverse groups of people and this contact inevitably involves contact among different languages and generates new forms of communication (Blommaert & Backus, 2011; Castells, 2011). As documented by the Research Group GELA of the University of Barcelona (<http://gela.cat/doku.php>), more than 200 different languages have been identified in Catalonia coexisting among its inhabitants whether at home, at school or work or on the streets, as, the number of inhabitants originally from other countries and now resident in Catalonia has increased significantly over the past twenty years and includes approximately 170 different nationalities (IDESCAT, 2014). Between 2000 and 2012, Catalonia received more than 2 million immigrants and 21% of the population of Barcelona is now of diverse origin (Domingo, 2014).

A new linguistic and ethnic scenario has thus emerged in Catalonia as, indeed, in most of the world, and forms the background to this study. In accordance with Corona, Nussbaum and Unamuno (2013), it could be suggested that underpinning this framework is the view that linguistic systems are adopting new hybrid forms which are multiple and fluid (Woolard & Frekko, 2013), due to the emergence of new language practices embedded within globalisation. These are referred to by May (2014) as “dynamic, hybrid and transnational linguistic repertoires of multilingual (often migrant) speakers” (p. 1) and move beyond static and pure linguistic boundaries.

In recent years, there has been an increased level of scepticism in relation to the native speaker as one dominant-national language model. Authors such as Alcón (2007), Flores (2013), García and Wei (2014), House (2007), Pavlenko (2005) and Pennycook (2007) have questioned the immobile conceptions of language and argue for a more holistic approach which takes into account the fluid nature of actual and local languages practices of all speakers (Flores & García, 2013).

Heterogeneous groups at school are described as groups of pupils who speak different languages, have diverse origins, and arrive at school at different stages of their learning abilities and with different competences in school languages (The Douglas Fir Group, 2016). Many pupils constituting these groups fall under the three constructs which according to Cummins (2014a), Haneda (2014) and the OECD (2009) may determine unsuccessful academic performance: a) low socioeconomic status, b) speakers of heritage language(s), hereafter HL(s), which are not the curricula language(s) and c) marginalised groups. This is a common reality of many schools in Catalonia at the present time (Serra, 2010; Vila & Siqués, 2013).

Despite recent research findings on language acquisition regarding the advantages of bilingual and plurilingual pupils with regards to language learning, much of their previous knowledge of other languages is invariably ignored in the language classroom and the presence of pupils of diverse origin (hereafter, PDOs) at school is often viewed as a problem rather than an advantage (cf., Baker, 2011; Bialystok 2011; Cenoz & Genesse, 1998; Cho, 2000; Cook, 2003; Cummins 2001, 2007, 2014; García, 2009a, 2010; Goitia & Sugranyes, 2011; Safford & Drury, 2013; Sugranyes & González Davies, 2014; Wilson, 2014).

As stated by Gorter (2015) and Tragant (2009), knowing additional languages, henceforth AL(s), has never been a strong point in either Spain or Catalonia. Whereas PISA results (OECD, 2015) certify average results with regards to AL learning (see 2.3.2 for further details), these are still much lower than other European partners.

A monolingual and compartmentalised approach towards the teaching and learning of languages is still the norm in many schools in Catalonia: languages are taught independently and are not integrated, the reference model is still chiefly the native speaker, and previous language(s) of the pupils are not only not recognised, but are often seen as an impediment towards successful language learning and learning in general (Guasch, 2010; Sugranyes & González Davies, 2014; Wilson, 2014).

National and international language and education policies such as the Common European Framework of Reference for Languages (CEFRL) (Language Policy Unit, 2001), or the Catalan Curriculum for Primary Education (CCPE) (Departament d'Ensenyament, 2009) seem to be working towards integrating intercultural and plurilingual competences in the curriculum in order to fulfil the needs and requirements of a fast changing society. The reality of teaching and learning languages within a more plurilingual approach in Catalonia, however, is far from what is desired (see 2.3.1).

The rationale behind the research presented here argues for a change in paradigm in the teaching and learning of languages which conceives the language learning process as dynamic, ecological, emergent, integrated and situated. This approach, moreover, benefits from the previous knowledge the learner takes to the classroom because teacher's instructional choices within the classroom play a huge role in determining the extent to which students will emerge "from an identity cocoon defined by their assumed limitations to an interpersonal space defined by their talents and accomplishments, both linguistic and intellectual" (Cummins & Early, 2011, p. xvi).

This thesis is based on the premise that promoting plurilingual communicative competences in schools is a necessity in the society in which we are living and that linguistically heterogeneous classrooms should be regarded as highly beneficial, both within the education system in particular and in society in general. Also, that 'maximum identity investment' (Cummins & Early, 2011) is crucial for education to develop successfully because, as claimed by Cummins (2014a), schools have the power for this change to take place.

Diversity within both schools and society implies a dynamic and changeable interplay of the entities involved (Aronin, Fishman, Singleton & Ó'Laoire. 2013). The viewpoint adopted in this study moves beyond a quantitative exploration of diversity (e.g. the number of languages spoken in a class, the different nationalities) to the interweaving and interrelations established when contact through diversity is generated.

The significance of this thesis stems on the one hand, from a critical view towards language teaching based on my experience as a language teacher and teacher trainer for over 20 years. This experience, moreover, has been influenced by having been brought up plurilingually. Thus, plurilingual strategies through translanguaging² by using codeswitching or translation are part and parcel of my daily interactions. My experience at a professional level has led me to assert that language (and, I would also argue, content classes), should become translanguistic spaces (Little, 2010; Wei, 2014) based on efficient teaching practices characterised by an open and holistic attitude towards languages and language learning. Grounded on Piaget's Constructivism (1978), Dewey's Education for Action (1916), Ausubel's Constructivism (1968) and Vygotsky's Sociocultural Theory (1978,1985) among others, I would argue, that this entails conceiving pupils and their environment at the heart of the learning process by

Translanguaging relates to the language practices employed by plurilingual speakers (Canagarajah, 2011) and is used, for the purpose of this study, as a pedagogical strategy used to HLs (see 3.1, Operational definitions)

acknowledging and valuing pupils' previously acquired knowledge and building upon it, therefore adding to it.

Pertinent to the study is the belief that that I consider my teaching practice an example of what many of the researchers from which I draw in this thesis advocate for: dynamic classrooms (Engeström, 2011; Kramsch & Whiteside, 2008) based on situated learning (Firth & Wegner, 1997), where plurilingual and communicative competences are integrated (Esteve & González Davies, 2016) and where previous linguistic knowledge is a valuable resource (Cummins, 2008; Sugranyes & González Davies 2014). I have, therefore, first observed myself and what occurs in my classrooms and have then referred to the literature to build a framework for my study:

Figure 1. My teaching practice experience



As a researcher in education, grounded on my experience as a teacher and as a teacher trainer, I argue that these fields nurture each other and should not be conceived independently. An example of the above is the visit that some of the participants in this study made to the university where I work, once the project has been developed. The pupils, the AL teacher and the researcher shared the experience developed at the school with university students and faculty members as way to bring the school into the university and viceversa. A full account of the visit can be viewed here: <https://www.youtube.com/watch?v=wiRQVzTiI5c>.

Secondly, I would also suggest that the relevance of this study resides in advocating that plurilingual education is education for all and that translanguaging is a transformative pedagogy (García & Wei, 2014). This affirmation works against linguistic and social hierarchies which society imposes. By pulling down physical boundaries between school and society, both sides could benefit because what occurs in school reflects what occurs on the streets and vice versa: recognising pupils' languages and their linguistic experience may be the first step towards understanding how languages within a given society operate. This, in turn, may favour the development of plurilingual competences by the population in general. Thus,

promoting plurilingual competences can also be envisaged as a “general revolution against monlingualism and what it stands for (...): social and political centralization, social stratification” (Jessner & Kramsch, 2015, p. 7).

The acceptance of the fact that plurilingual speakers naturally shuttle among languages has led to a burst of research in the field of AL learning in recent years which refers to the natural translingual practices that occur when plurilingual speakers communicate. It supports that teaching and learning languages should build upon these processes instead of banning them (cf. Canagarajah, 2011; Creese and Blackledge, 2010; García, 2009a, 2011; García & Wei, 2014; Jørgensen, 2008; Pennycook, 2011). Thus, there has been a surge of initiatives which work towards plurilingualism by acknowledging pupils’ HL(s) and welcoming them into the school setting and language classrooms (cf. Coelho, 2004; Conteh & Meier, 2014; Cummins & Early, 2015; Little, Leung and Van Avermaet, 2014 for examples).

I will refer to English as an AL in this thesis as, firstly, I assume that school contexts are plurilingual environments and secondly, because “additional” suggests that language knowledge adds to knowledge individuals already have. In the context of this study, Catalan and Spanish are the curricula languages taught at school together with English. For most participants in this study, the three curricula languages are AL(s) and I shall treat them as such.

The languages the participants speak at home and take to school will be referred to as HL(s) in this thesis following Cho (2000). As I will argue in 3.1, I have chosen the term ‘heritage’ because it encompasses the cultural and linguistic experience of the individual. As noted by Cummins and Early (2011), establishing a specific terminology to qualify the characteristics of these pupils -languages pupils speak at home (home languages, own languages, minority languages, etc.), migrant, non-migrant, sociocultural and economic background, etc.-determines fixed and often stigmatised identities for these pupils. In this study I have agreed to unify terms for the following reasons: firstly because participants in this study share many characteristics (different HL(s), low socioeconomic status, marginalised group pertinence). Secondly, because I believe it facilitates reading and comprehension.

Conclusions drawn from the pilot study “The foreign language classroom, a positive context for promoting plurilingualism” (Sugranyes & González Davies, 2014), from a situated Catalan perspective, seem to confirm recent research in that using pupils’ languages in the AL classroom (hereafter ALC) is relevant to pupils’ identity. This, in turn, may lead to an increase in motivation towards learning languages and may affect academic achievement (Cummins,

2015; Gebhard, An Chen & Britton, 2014; Haneda, 2014; Manyak, 2004; Norton, 2013). Following Aronin (2016) and Aronin & O’Laoire (2004), the identity of the plurilingual speaker – plurilingual identity- (hereafter PI), is referred to in greater detail in 3.4 in relation to its possible effects in the ALC.

I have adopted an investment approach to motivation in this thesis, following research developed by Norton (2013, 14a) and Norton & Toohey (2011), which stresses the importance of external conditioning factors that determine the motivation of pupils towards language learning (see 3.4.3.3) .

Half of the participants in this study were not born in Catalonia and their families immigrated to Barcelona at different stages of their lives (School registration data, 2015). For ethical purposes, I will not use the commonly used term ‘immigrant children’ to refer to pupils who were born elsewhere or who were born in Catalonia but are of diverse origin: the gerund significance of the term implies that these pupils are permanently amidst an ongoing migrant process (leaving one country to live elsewhere), when they are, in fact, immigrated (a finite action). I shall refer to these learners as ‘pupils of diverse origin’ (hereafter PDOs) when I feel it is necessary to highlight differences in relation to ‘mainstream’ pupils, defined for the purpose of this study as pupils of Catalan heritage origin.

I will refer to the school and class environment of the abovementioned pupils as a diverse learning context (hereafter DLCT). For the purpose of this study, DLCTs are characterised by pupils from marginal social groups, diverse HLs, unstable registration numbers ‘*matrícula viva*’ and generally low academic results.

From a linguistic perspective, participants in this study will be referred to as emergent plurilinguals (hereafter EPs), (refer to 3.3). Based on research developed by García (2009b), García and Kleifgen (2010) with regards to emergent bilinguals and by Van Lier (2010) with regards emergency, it will be argued that participants are EPs because:

- ✓ They use 3 or more languages on a daily basis.
- ✓ They are unaware of their plurilingual abilities.

An analysis of data collected during the observation period prior to the study implementation, reveals that pupils are unaware of their plurilingual abilities and are thus, emergent, because they are in the process of becoming plurilingual. Research developed by Esteve (2003) claims that in order for the development of communicative and plurilingual competence to take place,

the language learner must be a communicator who uses languages in communicative activities, but must also be an experimenter by making explicit decisions through language awareness. I argue along with Cummins (2014) in DLCTs like the ones concerning this study, pupils will not use their plurilingual strategies efficiently if their PI is not promoted.

By adopting a plurilingual approach to AL teaching and learning, I suggest EPs may become Efficient Plurilingual Language Users (EPLUs), that is, pupils who speak different languages, use translinguaging strategically and consciously for learning (Stratilaki, 2011) and are aware of the strategies they use and reflect upon them and become reflective practioners. EPLUs are described in further detail in 3.5. As stated by Little (2010) “the home language skills of children and adolescents from migrant backgrounds should be fostered by whatever means are practically available, partly as a matter of human rights and partly in order to increase society’s linguistic and cultural capital” (p. 10). Underlying this is the belief that the HL competence of pupils, -whether of diverse origin or not- should be considered a useful resource for learning other languages rather than being viewed as an impediment (Cummins, 2005).

Much research into HL(s) focuses on the maintenance of the HLs of speakers through Heritage Language programs (Carreira, 2004; Valdés, 2005). A different field of research related to HL(s) focuses on the acquisition of other languages by speakers of HLs. Studies developed by Vila and Siqués (2013) and Oller (2008) focus on the acquisition of Catalan and Spanish by PDOs in Catalonia. Other studies have also been carried out in the Netherlands by Driessen, Van der Silk and De Bot (2002), studying the acquisition of Dutch at secondary school level, or by Navarro and Huguet (2005) in Spain. However, there seems to be little evidence of research on the practical use of HL to help learn other languages in Catalonia, where the focus would be on the active use of the HL through translingual practices, as a “rhetorical choice for learning and knowing” (Canagarajah, 2011, p. 404). It is from this perspective that my doctoral thesis aims to develop.

Founded on grounded theory principles, where theory is co-constructed as observation takes place, the pedagogical framework is based on an ecological and socio-cultural approach to language learning (Lantolf & Thorne, 2007; Van Lier, 2010) which stems from Vygotsky’s socioconstructivism (1985). This leans upon the following principles: the classroom is conceived as a dynamic eco-system (Kramsch & Whiteside, 2008), as a “complex sociocultural context” (Conteh, Copland & Cresse, 2014, p. 159) and learning is based on formative interventions (Engeström, 2009) which promote agency (Van Lier, 2010). As stated by Merier

(2014, p. 8), “seeing learning as ecological and dialogical, and pedagogy as dynamic and dialectical, means that nothing is inevitable or predetermined”.

The didactic model developed in this study follows the Integrated Plurilingual Approach (IPA) to language teaching and learning postulated by Esteve and González Davies (2016). The approach establishes that learning should be dynamic, collaborative and situated, and suggests translanguaging as a pedagogical strategy for promoting plurilingual and communicative competences among pupils, following recent research developed by Corcoll (2013), Corcoll & González Davies (2016), Flores & García (2013), García (2010) and González Davies (2014).

It is argued that using translanguaging as a pedagogical strategy for highlighting and using HLs significantly in a classroom setting may encourage PI and thus, encouraging PI may affect motivation towards language learning and also academic performance. Specifically, two translanguaging strategies are employed in this study: Translation for Other Learning Contexts (TOLC) (González Davies, 2014), and, Language Identity Texts (LITs), an adaptation of Cummins’s identity texts (Cummins, 2001, 2009, 2015; Cummins & Early, 2011).

The study was developed in two 5th grades, with pupils aged 10 and 11 in an AL primary school classrooms in the centre of Barcelona with 45 pupils over 12 weeks with 2 contact hours per week in 2015. The participants in this study will be referred to as “pupils”, and when it is deemed necessary to refer to a particular pupil, the female will be used.

The AL teacher adopted an IPA approach to AL teaching and learning. The didactic proposal was based on a Storybook Project by using TOLC and LITs to create story books in English and translate them into the different languages spoken in the class as a way to encourage pupils’ PI.

The hypothesis for this study are the following:

Hypothesis 1: The use of HLs in the class affirms pupils’ PI.

Hypothesis 2: PI is relevant to investment in the ALC.

Hypothesis 3: PI affirmation in the ALC affects academic performance in English as an AL.

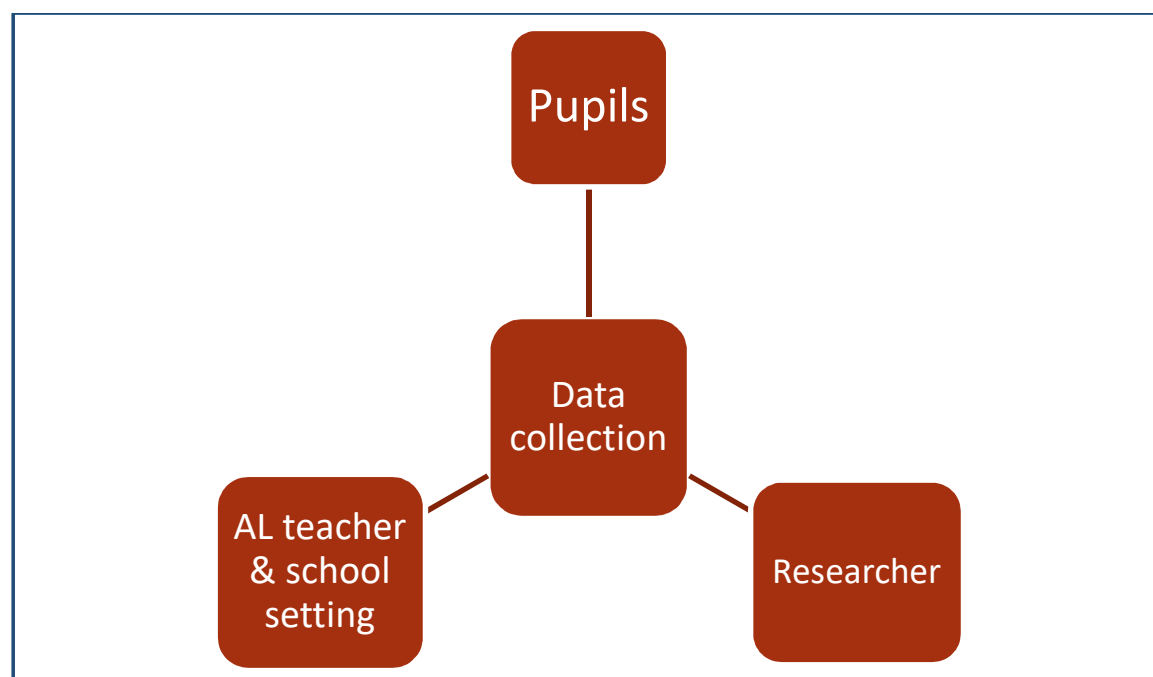
Hypothesis 4: A plurilingual approach to teaching affects teachers’ attitudes towards teaching languages

The research questions formulated to validate the hypothesis are:

- 1- Does the use of HL(s) in the ALC affirm learner's PI as plurilingual speakers?
- 2- Does PI affirmation affect investment?
- 3- Does PI affirmation affect academic performance?
- 4- Is translation as TOLC useful to explore questions 2 and 3?
- 5- Are LITs useful to explore questions 2 and 3?
- 6- Does a plurilingual approach to teaching affect teachers' attitudes towards teaching languages?

Data is collected from the pupils' productions, the AL teacher and school setting and the researcher.

Figure 2. Data collection



Answers to the abovementioned questions are obtained following a mixed method approach by collecting complementary quantitative and qualitative data using the following instruments³:

³ Reference to all instruments is always in bold.

Table 1. Instruments

Participants	Quantitative instruments	Qualitative Instruments
Pupils	Language Background Questionnaire (LBQ) (Chin Bee & Wigglesworth, 2006)	Semi-structured interview (SSI) (Chin Bee & Wigglesworth, 2006)
		Final Focus Group (FFG) (Corcoll, 2013)
	Attitudes and Motivation Battery Test (ATMBT) PRE and POST (Bernaus & Gardner, 2008)	Activity survey (AS) (Corcoll, 2013)
	Language Marks (LM) PRE, DURING and POST	
	Language and audiovisual marks (LAC) PRE, DURING and POST	
	Basic Competence marks (BCM)	
	TOLCM marks (TOLCM)	
	LITs marks (LITM)	
Teacher and school setting		Recorded Interviews with AL teacher (RIT) PRE, DURING and POST Official school documents
Researcher		Researcher's diary (RD)

Final results and discussion should suggest that adopting an IPA (Esteve & González Davies, 2016) to language teaching and learning by affirming pupils' PI through their HL(s) should benefit pupils' academic performance and motivation towards learning in general and contribute towards a more plural and global society. As stated by Kramsch, Lvy and Zarate (2008), "plurality concerns languages, but also identity negotiation, crossing borders and the shared illusion of effective communication" (p. 15).

1.1 Structure of the thesis

This thesis is structured as follows: I shall start by framing the study by describing the state of the art of the teaching and learning in Catalonia. Firstly, I shall refer to the significance of the study by advocating for meaningful plurilingualism which goes beyond the assets of language diversity, at a micro, mezzo and macro level. I shall refer to the dynamics of languages in Catalonia, its particularities in relation to the coexistence of 2 official languages in Catalonia and the presence of many other languages which coexist within this region. Secondly, I shall provide an insight into how the Catalan education system deals with these languages. This will then lead to an in depth analysis of how ALs are taught in Catalonia. Thirdly, I will provide an account of the reality of Catalan Primary Schools at present by displaying data in relation to the characteristics of PDOs, initiatives to help integrate PDOs and their families, and how schools deal with the arrival and presence of PDOs at schools. By referring to the characteristics of the plurilingual speaker, I shall present the conclusions of the pilot study “The foreign language classroom: A positive context for promoting plurilingualism” developed by myself and Dr. Maria González Davies in 2009 which serve as a starting point for the study presented here.

The second block of this thesis addresses the theoretical background. Firstly, I shall provide operational definitions for the key concepts that fit my research. Secondly, I shall focus on the 3 concurring fields of research which frame this study: Plurilingual Connections, The Emergent Plurilingual and Identity and the Dynamics of Language. From the three fields of research theory stem the following theoretical outcomes of this study which will be described: The Efficient Plurilingual Language User (EPLU) and the Efficient Plurilingual Cycle.

The fourth block is concerned with the pedagogical approach which, for the purposes of this study, is defined as Dynamic Plurilingual Education. Framed by sociocultural theory and a holistic and ecological to teaching and learning, I shall describe the pedagogical approach upon which the didactic proposal is based by referring to the Integrating Plurilingual Approach (IPA) developed by Esteve & González Davies (2016). I shall also refer to the ALC as a translanguaging space and suggest TOLC, (González Davies, 2014) and LITs – an adaptation

of Cummins's identity texts (2001, 2009, 2015; Cummins & Early, 2011) as pedagogical tools for highlighting HLs.

Fifthly, the Didactic Proposal -The Story Book Project- is presented: its aims and didactic sequence. Next the sessions that make up the proposal are explained in detail.

The sixth block is concerned with the study developed by referring firstly to the setting and the participants. Secondly, I shall describe the methodology developed and the instruments employed will be explained. This will then lead to an in-depth analysis of the results based on the data obtained by the instruments and a final discussion of the results.

The conclusions to this thesis will be centred on referring to the main points covered in the study and present the limitations encountered. I shall also present the theoretical outcomes of this thesis which will be at the basis of further research.

Finally, the bibliographical references which support this thesis will be presented, a reference to the ethics and permission which frame this study will be included and material which complements this thesis is added in the appendices.

2 STATE OF THE ART

The aim of the first part of this section is to provide a thorough account of the state of the art of the teaching and learning of Additional languages (ALs) in Catalonia by pupils of diverse origins (PDOs).

Firstly, I will explain in what ways this study may be significant and why I believe it may make a contribution by conceiving schools as mirrors of society and vice versa by referring to the recent concept of language landscapes and the vitality of urban multilingualism.

Secondly I will be describing the sociolinguistic dynamics of languages in Catalonia, based on the languages the population speaks and the use of these languages. This will then lead to a detailed analysis of the linguistic immersion program upon which the Catalan education system is based in order to suggest that the Catalan immersion program may not be applicable, as the profile of pupils and their needs have changed.

In third place, I will refer to the teaching and learning of AL(s) in Catalonia. I will first explain the changes undergone in teaching and learning AL(s) over the past 30 years. I will then analyse official language decrees and policies in relation to English as an AL in Catalonia. Then, I will argue that instead of the somewhat extended idea that English may be a threat for minority languages such as Catalan, the Additional Language Classroom (ALC) may be conceived as an optimal context for promoting plurilingual communicative competences, which, in fact, may boost the learning of the minority language.

Fourthly, I will describe the reality of Catalan primary schools at present, by drawing from statistical data in relation to PDOs and correlate academic achievement among diverse HL(s), low socioeconomic status and marginalised groups in Catalonia and suggest that the participants in this study fall under these three characteristics. I will then refer to language support policies designed to palliate these results and describe the “*aules d’acollida*” – welcoming classes-. These classes were originally designed for PDOs with language and culture support. I shall then address the issue of language use by PDOs.

As participants in this study speak various languages in different contexts, I will then refer to the characteristics of the plurilingual speaker and their relation to academic achievement and suggest that maybe a shift in the approach towards treating languages from a more integrated perspective may be key towards academic success.

Finally, I will explain the conclusions derived from a pilot case study I developed in 2009 together with Dr. Maria González Davies, which seem to confirm that encouraging identity may play a crucial role in determining investment towards languages and may also affect academic achievement.

2.1 Significance of the study

I would like to start this section by drawing from the following idea outlined by Aronin and Singleton (2012): even though people and groups of people use languages and have been doing so for centuries, this does not necessarily imply a plurilingual society. The difference between before and now is that “virtually every facet of human life depends on multilingual⁴ social arrangements and multilingual individuals” (2012, p. 44). Language teaching and learning must respond to this reality as people live amongst different languages at different stages of their lives (The Douglas Fir Group, 2016).

Several studies have been developed in the city of Barcelona in order to determine how many languages are spoken. The research group of the Departament of Linguistics of the University of Barcelona, GELA (Grup de Llengües Amençades, <http://www.gela.cat/doku.php>) has developed a survey in order to identify how many languages are spoken in Barcelona and the Departament of Statistics of the Town Hall of Barcelona (Departament d'Estadística, 2016) also has statistical data regarding languages knowledge similar to the webpage <http://languagelandscape.org/>. Regardless of the issue of knowing exactly what languages are spoken, when we refer to the vitality of languages as in the case of Catalan, numbers often vary when asking how many people speak Catalan, and how many people actually use Catalan in their daily life.

⁴ Multilingualism and plurilingualism are defined in the operational definitions section (3.1). This study adopts a distinctive plurilingual approach to language learning and teaching. Authors such as Aronin and Singleton (2012) refer to multilingualism from a plurilingual perspective.

Determining use is obviously a much more complex task, but use offers a much more faithful picture of the dynamics of languages that take place. Therefore, and in consonance with King and Carson (2016), the focus should be “not so much in the number of languages present in a city (...) – I add, or in a school-, but in how the many languages of citizens interrelate in city contexts, and how these languages are learned, used and maintained in their daily lives” (p. 10).

The recent publication ‘La ciutat multilingüe’ (Barcelona Metròpolis, March 2016) draws on a number of Catalan linguists in order to describe ‘the opportunities and assets’ of linguistic diversity in Barcelona. The different articles that make up the publication revolve around a historical approach towards linguistic diversity in Barcelona: a study on the languages spoken in the city, the characteristics of the different ethnolinguistic groups, the management of Catalan and Spanish within diverse language environments or language sustainability from a ‘glocal’ perspective. I would argue that a more ‘proactive’ and pedagogical approach towards linguistic diversity is missing, the focus being not on the assets of the number of languages a community or an individual ‘can speak’ but what these languages are used for and why; answers to questions such as:

How can cities profit from linguistic diversity significantly?

How can a city mirror what occurs beyond school boundaries?

How can school defy school boundaries and ‘teach’ the linguistic dynamics of a city?

How can teachers and pupils become plurilingual change agents?

The concept of Linguistic Landscapes (Landry & Bourhis, 1997; Leclerc, 1989) emerged in the early nineties in relation to language planning in Belgium, as an example of a multilingual country with different language communities. It refers to the “visibility and salience of languages on public and commercial signs in a given territory or region” (Landry & Bourhis, 1997, p. 23). According to the authors, linguistic landscapes can serve two functions: informational and symbolic. From an informational perspective, linguistic landscapes “serve as a distinctive marker of the geographical territory inhabited by a given language community” (Landry & Bourhis, 1997, p. 25). In relation to this study, linguistic landscapes inform families of diverse origin who have recently arrived to Catalonia of the linguistic characteristics of the area where they will live: street signs, information on public transport in Catalan, Spanish and English, etc. As stated by the abovementioned authors, in multilingual environments such as

Barcelona, linguistic landscapes can also provide information about the sociolinguistic entourage as they are “concrete manifestation of the linguistic and cultural diversity of the ethnolinguistic group inhabiting a particular (...) region” (Landry & Bourhis, 1997, p. 27). I would agree with the above, however, I would point out that in the case of Barcelona, linguistic landscapes are manifestations of the diversity of majority ethnolinguistic groups. The presence of languages of minority groups at an informational level, I would argue, is non-existent. This links up with the symbolical perspective of linguistic landscapes related to the concept of ethnolinguistic vitality defined as the “sociostructural actors that affect a group’s ability to behave and survive as a distinct and active collective entity within multilingual settings” (Giles et al. as cited in Landry & Bourhis, 1997, p.30). Within this perspective, the languages that make up the linguistic landscape of a city for example, will determine to a great extent the language behaviour of its population (Landry & Bourhis, 1997). I would add that it may also condition the attitudes of its population and the reasons of wanting to learn certain languages. Prior to the development of the study, participants in this study did not conceive their HL(s) as valuable linguistic capital⁵ (Bourdieu, 1986). From the perspective outlined above, it seems an obvious fact as the linguistic landscape did not reflect their own languages.

Research has recently been developed which links multilingualism to vitality (King & Carson, 2016; Shohamy & Gorter, 2008). King & Carson (2016) define the vitality of urban multilingualism as “the degree to which societal multilingualism and individual plurilingualism are able to thrive and flourish in a urban conglomeration” (p. 16). I would suggest that this view towards linguistic dynamics could also be expanded to linguistic patterns that may occur at school. Pennycook and Otsuji (2015) refer to “metrolinguism” as the relationship between languages in the cities.

Pennycook (2011), moreover, suggests there is a reciprocal influence between society and school classrooms which are “social and cultural domains in their own right” (pp. 115-116), and what happens in the classroom influences the society in which it is embedded.

In consonance with the approach outlined in this study, where an ecological perspective primes languages in context, I argue that viewing a city in the same way as a school may be perceived with regards to language use, may be profitable for both language dynamics in a school and within society as the city and language shape one another (King & Carson, 2016).

⁵ Linguistic capital is a form of cultural capital, defined by Bourdieu (1980) as the power of a linguistic product-

As sustained in 2.4.5, language patterns in Catalonia differ in formal and informal contexts: language patterns that occur in the formal school setting do not reflect what takes place in the street. The significance of this study resides on the one hand, in deconstructing fixed boundaries between schools and the surrounding environment and, on the other viewing both settings as mutually beneficial.

Secondly, concerning formal learning contexts, I suggest adopting a more holistic approach towards languages such as the Integrated Plurilingual Approach (IPA) (see Esteve & González Davies, 2016) in which views towards language diversity should go beyond its ‘assets’ (based on widespread beliefs that diversity is positive for the sake of being diverse) towards a more efficient approach from which all actors may benefit.

2.2 The dynamics of languages in Catalonia

In the following section I will explain how languages function in Catalonia by providing a picture of the bilingual situation in Catalonia based on its two official languages, Catalan and Spanish. Data will be drawn mainly from the following publications issued by the Catalan Government: “*Informe de política lingüística*” – Report on linguistic policies– (Departament de Cultura, 2014) and the “*Els usos lingüístics de la població 2013*” – Analysis of the language use survey of the population 2013– (Departament de Cultura, 2013). I have also contrasted this data with interviews that reflect the opinion of 2 expert sociolinguists: Professor Francesc Xavier Vila (21st April 2016), one of Catalonia’s pioneer sociolinguists in relation to language use at present (See transcript, Annex 4: Transcripts interviews) and Pere Mayans (11th April 2016), head of the ‘Linguistic Immersion and Welcoming Department’ of the Catalan Government (See Annex 4: Transcripts interviews).

I will then refer to the linguistic immersion program implemented in schools in Catalonia since 1983 following the 7/1983 decree of the Catalan *Normalització Lingüística* (explained in 2.2.1) in order to understand what treatment the different languages receive and how they are taught. Finally, based on research developed by Lambert (1974) with regards to additive and subtractive bilingualism, and Cummins (1979, 1984) in relation to the dichotomy CALP (Cognitive Academic Language Proficiency) and BICS (Basic Interpersonal Communicative Skills), I will suggest why I believe the linguistic immersion system upon which the teaching

of Catalan and Spanish is based may not be applicable any longer as the profile of pupils at schools has radically changed over the past 30 years.

2.2.1 Languages in Catalonia

Catalan and Spanish are the two official languages of Catalonia. In 1979 the Statute of Autonomy granted Catalan its official character after decades of a Spanish legal imposition, and began a process of “normalization” in which educational linguistic policies have been of upmost importance (Muñoz, 2005). The linguistic normalization of Catalan implied the process of recovering the use of the Catalan language in the territories where it had been banned during the Franco regime.

The results of a survey developed by GESOP (Gabinet d’Estudis Socials i Opinió Pública) and recently published (El Periódico de Catalunya, 5th May, 2016) reveal that 72% of the population in Catalonia believes that Spanish and Catalan should be the co-official languages of Catalonia, despite some tentative recent efforts to try and monolingualise Catalonia by defending Catalan as the only official language in Catalonia (see Grup Koine, 2016).

According to 2014 data, 94.3% of the population understands Catalan and more than 80% know how to speak it, 82.4% know how to read in Catalan and 60.4% know how to write it and finally 48% of the population has a high level of Catalan in all skills.

The data above contrasts with the actual use of the different languages by the population in Catalonia: 36.3% declare usually speaking in Catalan whereas 50.7% declare using Spanish. Only 6.8% confess using both languages indistinctly.

Catalonia’s unbalanced bilingual linguistic situation where a dominant language, Spanish, is overpowering a minority language such as Catalan which is under threat is a general concern, as the use of Catalan is gradually decreasing as the presence of Spanish is slowly gaining ground. According to Trenchs-Parera (2016), the Catalan education model “rebalances the unequal presence outside the school (in favor of Spanish) of Catalan and Spanish” p. 6).

Vila (Interview April, 2016) argues that the education system is the best guarantee towards insuring the teaching and learning of Catalan, however, he also admits that the school cannot guarantee a spontaneous use of these languages. Data collected during the project development also certifies this fact: the pupils in the study did not spontaneously interact among themselves

in Catalan, either in the classroom or in the playground. In 2.4.5 I will refer to the languages used by PDOs in Catalonia and extend this matter further.

2.2.2 The Catalan education system

The Catalan education system is based on a bilingual immersion system envisaged, when it was implemented in 1983, to promote Catalan competence among all pupils who originally came from Spanish family backgrounds. The Catalan Government Decree (DOGC No. 322, 22/04/1983) commanded that all subjects be taught in Catalan. As stated in the Catalan Curriculum for Primary Education (CCPE)⁶, children receive instruction in a Catalan immersion system and study Spanish as a separate subject during three hours a week, in order to guarantee that they will complete their compulsory education being fluent in both languages (Departament d'Ensenyament, 2009). It was expected that this policy would favor linguistic, educational and social benefits for the pupils involved (Muñoz, 2000). At the end of the 80's, the majority of primary and secondary pupils in Catalonia spoke Catalan or Spanish. This led to a language shift for many children who spoke Spanish at home and Catalan at school and did not seem to have any negative implications on those who spoke Catalan at home as they also learnt Spanish at school.

Following Vila and Siqués (2013), the model was characterized by a) teachers who were speakers of both Spanish and Catalan; b) schools were relatively linguistically homogeneous in that there were schools where there were pupils who mostly spoke Spanish at home, and others where Catalan was the prime language; and c) there was a general political and social consent and recognition that this model would guarantee the normalization of the Catalan language.

The theoretical basis of the Catalan linguistic immersion program is based on Cummins' Linguistic Interdependence Hypothesis (1979), hereafter IH, which establishes the existence of a general linguistic competence which can be linked to one language or to another. Cummins' (1984) underlying linguistic competence suggests the inexistence of separate compartments for each language and the existence of a common underlying proficiency general to all languages according to which connections can be established when they are used at the same level with a

⁶ At the time of the development of the project, the Catalan Curriculum for Primary (2009) was applicable. In June 2015 a new Catalan Curriculum for Primary was issued and is valid at present. I have opted to comply with the 2009 Curriculum because the project was devised within that framework.

similar exposure. Despite this fact, languages in Catalonia are treated and taught monolingually, they are compartmentalized (Guasch, 2010; Wilson, 2014) and prior linguistic knowledge is not referred to (Goitia & Sugranyes, 2011; Sugranyes & González Davies, 2014).

I would suggest, in accordance with Vila, Siqués and Roig (2006), that the approach to teaching and learning languages on which the Catalan education system is based may no longer be applicable. Moreover, the presence of families of diverse origin has increased by over 10% in the last thirty years and as noted by Vila and Siqués (2013), this invariably implies linguistic heterogeneity at schools. A high percentage of these pupils no longer have just one HL. Many have two, three or even four HL which are often different from Spanish or Catalan.

Lambert (1974) suggested different outcomes of contact with different languages. According to his research, bilingualism can have positive effects which the author refers to as ‘additive bilingualism’, when the experience of the shift of the language from home to school involves ethnolinguistic groups considered to be prestigious whereas, if it involves ethnolinguistic groups not considered prestigious, this can lead to ‘subtractive’ bilingualism, which can have negative effects. To some extent and in accordance with Vila (2000), I would suggest that this is what is happening in schools in Catalonia, where the HL of many pupils is not taken into account at all. Teachers do not include the HL(s) of their pupils, and, as a result, the previous language knowledge of pupils is invariably ignored. In Cummins’ (2005) words, “we are faced with the bizarre scenario of schools successfully transforming fluent speakers of foreign languages into monolingual speakers” (p. 586).

Cummins (1979, 1984) established the continuum CALP and BICS in order to define the language proficiency levels of pupils who are in the process of acquiring a new language. The implications of the BICS and CALP for children are that the second language or language of the classroom needs to be sufficiently well developed in order for the child to be able to meet the cognitive demands of the academic setting.

The issue for many PDOs is, precisely, that BICS are not fully developed (Interview Vila, April, 2016). As shall be seen in 2.4.4, the language aim of the welcoming classes is that pupils have BICS when they finalize their stay in these welcoming classes and that the welcoming class teachers accompany pupils towards CALP. Not only is this not often the case (Interview Mayans, April, 2016), but the problems arise when attaining CALP, as the majority of pupils are not able to reach the levels of Catalan required to successfully follow class contents.

Cummins (2008) predicts that a learner needs 2-3 years to obtain BICS and another 4-7 for CALP.

Studies developed in the Catalan context by Oller and Vila (2008) in relation to Spanish-speaking PDO (pupils coming from Central and South America) learning Catalan, conclude that they need at least 3 years to reach the level of Spanish (CALP) of peninsular pupils, and more than 6 for Catalan.

I have provided a general description of the linguistic situation in Catalonia and referred to the bilingual education program upon which the Catalan education system is based because I believe it conditions, to some extent, how AL(s) are taught and conceived. In the next section I will address this issue.

2.3 Additional language teaching in the Catalan education system

In the following section, I will firstly refer to the concept of English as a lingua franca and its relevance to learning AL(s) in Catalonia. The underlying approach to the inclusion of English in the school syllabus follows Pennycook (2007) who states that “English is a language of threat, desire, destruction and opportunity” (p. 5).

By analyzing official language decrees in relation to AL learning in Catalonia, the Common European Framework of Reference for Languages (CEFRL), (Language Policy Unit, 2001) and the CCPE (Departament d’Ensenyament, 2009) I aim to provide the official backdrop upon which research is based to describe how AL(s) are taught in Catalonia. I will draw on research developed by Guasch (2010), Muñoz (2005), and Sugranyes and González Davies (2014) to provide an account on how I believe AL(s) are taught in Catalonia. These views have also been contrasted with my experience as a teacher trainer as a tutor of future primary teachers which implies observing more than 20 primary school classrooms every year. I will finally insert English into the sociolinguistic scenario in Catalonia in an attempt to claim that English may not be a threat to a minority language such as Catalan as many believe, but rather an opportunity through which successful learning of all languages may occur, especially in diverse learning contexts (DLCTs) such as the one concerning this study.

2.3.1 English as a lingua franca

English is the lingua franca of the world (Crystal, 2003; de Swaan, 2001). It is studied and spoken at all different levels and is considered a ‘must have’ in all aspects of life. Approximately 375 million people speak English as their first language and three times as many as their AL (Simons, Gary and Fennig, 2016). The spread of English is resulting in a form of societal bilingualism (or multilingualism⁷ in societies which are already bilingual such as Catalonia) as more and more people use it as a vehicle of communication, not only with native speakers but also with speakers of other languages (Hoffman, 2000). It is estimated that over 750 million people speak English as an AL. Soon the number of non-native speakers of English will outnumber the number of native English speakers in the world. The notion of Englishes is slowly gaining ground and the concept of Received Pronunciation English being the only ‘correct’ version that all pupils should attain to, is no longer valid. In this study, English is viewed as a “communication system continuously created by its users, not a language in an abstract sense so much as a set of processes” (Cook, 2013a, p. 31).

According to Alcón (2007), Byram (2008), House (2007) and Llorca (2004) among many others, the native reference model should lead into an intercultural speaker reference model in coherence with the CEFRL (Language Policy Unit, 2001) and the CCPE (Departament d’Ensenyament, 2009). The main focus of learning a language should be on its communicative competences rather than for it to aspire to sound as near native as possible. Hélot and De Mejía (2008) and Jenkins (2004) refer to a bilingual or ‘asset view’ of language competence, the emphasis being on what the language user can do with the language, rather than what she knows.

English is in contact with other languages in the European context because most European countries could now be said to be bilingual or multilingual. English is a second language in many European countries but in some contexts where there is more than one language, English is learnt as a third language. English is the language most often studied at school as a Foreign Language (FL) (89% of school children) in the European Union followed by French (32%), German (18%) and Spanish (8%) (Eurostat, 2016).

⁷ As described in the Operational Definition section (3.1), the viewpoint adopted here views multilingualism from a descriptive perspective, the quantity of languages in a given society / individual.

In all spheres of Catalan society there is a very strong awareness of the need to learn English. The results of a survey of extracurricular tuition developed in 36 state schools revealed that on average, 35.6% of pupils attended English classes in or outside the schools (Muñoz, 2005). Beyond formal academic or professional settings, films are still dubbed into Spanish or Catalan on T.V but recently can be seen in the original version, despite the fact that most people watch them dubbed. There are some weekly newspapers published in English and the ongoing increase of tourism, a traditional source of income since the 60's, means that many jobs require an intermediate level of the language. English is present on public transport, on restaurant menus and in all cultural venues, video games, etc.

Despite this widespread perception of the importance and relevance of English, levels of English of the Catalan population are amongst the lowest in Europe (OECD, 2015). There is a general concern that low levels of English are due to poor teaching practices and insufficient level of English by language teachers. In the following section I shall refer to the teaching and learning of English as an AL in Catalonia and describe the initiatives undergone by the Catalan government in order to counter effect this situation.

2.3.2 Teaching and learning English as an additional language in Catalonia

English is studied as a third language in Catalonia, officially starting at the age of 8 as decreed in 2009, although many schools begin even earlier. As a result of the general concern that the level of English remains very low when pupils finish their secondary education, the Catalan Government initiated the *Pla d'impuls de les terceres llengües* – the plan for the development of third languages (Departament d'Ensenyament, 2007). This plan aimed to train teachers to teach content subjects in English – Content Language Integrated Learning (CLIL) – at all levels and also to develop new strategies to improve language teaching in general. In view of the poor results, in 2013, the Catalan government approved the *Pla per al Plurilingüisme* – the plan to promote plurilingualism - in order to guarantee the correct 'command' of English (Departament d'Ensenyament, 2013). According to the Catalan Government, the aim of the Plan is that, by the year 2018, pupils who complete their secondary education should be fully competent in Catalan and Spanish and also in one AL – preferably English, and at least 75% of these pupils should have had the option to learn another AL. With regards to the actual level of English, it

is expected that by the end of secondary education, all pupils should obtain a B1⁸ in English and 12% of the curriculum should be done in English in primary schools and 15% in secondary education. Finally, teachers should theoretically certify a B2 level of English to become primary teachers and it is recommended that teachers who specialize in teaching English or content subjects in English (CLIL) have a C1 (MIF, 2016)⁹. Despite the fact that higher levels of English are obviously expected from teachers who teach English, at present, a B2 level is sufficient in order to be a primary teacher who teaches English or in English, and this does not correspond to reality in many cases. I would suggest, that to a certain degree, this is the main problem that should be faced much in accordance with González Davies (2007), who suggests that more English is needed in Teacher Training degrees and more pedagogy is needed in Philology, the main degrees from which teachers emerge.

It is worth noting at this point that, as stated by Vila (Interview April, 2016), plurilingualism in Catalonia refers mainly to learning English. As explained in 3.1, for the purpose of this study, plurilingualism involves all the language repertoire of the speaker, the languages she knows and how she uses them to learn AL(s).

I shall now describe in greater detail the two language policies upon which the teaching and learning of AL(s) in Catalonia draw from, in an attempt to demonstrate what is theoretically expected and what actually happens in reality.

2.3.2.1 The Common European Framework of Reference for Languages

The CEFRL states the importance of “meeting the needs of a multilingual and multicultural Europe by developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries” (Language Policy Unit, 2001, p. 3). Here, the concept of ‘language’ adopts a perspective based not so much on a set of rules and long lists for memorizing vocabulary but as a tool for communication, a tool with which aims can be achieved. Focus must be on the meaning and not so much on the form and, whereas the value

⁸ The levels of competence in languages are defined according to the CEFRL (Council of Europe, Language Policy Unit, 2001) (https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

⁹ The report ‘*La formació inicial de mestres a Catalunya en relació a l’anglès: estat de la qüestió i propostes de futur* –teaching training in Catalonia in relation to English: state of the art and future proposals’ developed by university teachers in charge of AL teacher training programs at the 8 Catalan universities that offer this degree suggest that AL teachers should have a C1 level of English (MIF, 2016)

of accuracy is not disputed, the importance lies in what languages are for, that is, to communicate with other people:

The new waves of language education are no longer seen as simply to achieve ‘mastery’ of one or two, or even three languages, each taken in isolation, with the ‘ideal native speaker’ as the ultimate model. Instead, the aim is to develop a linguistic repertoire, in which all the linguistic abilities take place (Language Policy Unit, 2001, p. 5).

More and more contexts appear in which what is needed from the language learner is, above all, communication and fluency. According to the CEFRL, the learner should acquire a communicative competence to which “all knowledge and experience of language contributes and in which languages interrelate and interact” (Language Policy Unit, p. 4).

In different situations, a person must be able to call flexibly upon different parts of different linguistic competences to achieve effective communication with a particular interlocutor (Language Policy Unit, p. 4). Communication involves interaction with other human beings, “an understanding of their way of life, their beliefs, values and behavior in socially complex and rich environments” (Byram & Guilhermere, 2000, p. 71).

The CEFRL focuses on a plurilingual approach to language learning in which languages are not kept in separate compartments and the competence of one language is not transferred to the other. It “emphasises the fact that an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples” (Language Policy Unit, 2001, p. 4). This approach to language learning derives from recent research on AL learning which follows Cummins’s Common Underlying Proficient Model Hypothesis (1984), which holds that individuals have different underlying skills that make connections between languages and cultures possible. Cook (2003)’s definition of multi-competence as “the knowledge of two or more languages in one mind” (p. 2) (cf. Cook, 1991, 1992) seems extremely appropriate at this point as it takes into account the knowledge of both the second and the first language.

In line with connections between languages, intercultural competence entails that:

The various cultures (national, regional, social) to which that person has gained access do not simply co-exist side by side. Instead, they are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence, of which plurilingual competence is one component (Language Policy Unit, 2001, p. 6).

In this framework, the learner does not simply acquire two distinct, unrelated ways of acting and communicating for each language and culture. On the contrary, the linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They “enable the individual to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences” (Language Policy Unit, 2001, p. 43).

2.3.2.2 *The Catalan Curriculum for Primary Education*

The CCPE (Departament d’Ensenyament, 2009) also underlines the importance for all pupils to acquire a plurilingual and intercultural communicative competence in accordance with the society in which they are living. Moreover, it states that this plurilingual competence should be worked on from all levels even though it seems especially relevant to the learning of English.

The aim of the language dimension of the CCPE is: “to prepare pupils who live in Catalonia to be capable of developing as people and to be able to communicate so as to face the challenges of the plural, multilingual and multicultural society of the 21st century” (2009 p. 30). Children are expected to finish Primary School having the ability to communicate in Catalan, and also in Spanish. The latter aims to guarantee that the school provides pupils with the competence required to give them the same opportunities as the rest of pupils in Spain. Finally, the aim is to show respect towards linguistic diversity and the desire to learn other languages and to learn from all languages and cultures.

According to the CCPE for languages, when pupils end Primary school, the aims are:

- a) To be competent in Catalan as the language of communication, cohesion and learning.
- b) To be competent in Spanish.
- c) To know one or two FL(s) in order to become users who are able to communicate and to access knowledge within a plurilingual and pluricultural context.
- d) To understand basic written texts and establish links with other Romanesque languages.
- e) To be open-minded, respect other languages and cultures present in the context in which they are living as a way to personally enrich their educational experience despite the fact that they may never learn them.
- f) To develop audiovisual skills and be aware of the importance of the use of information and communication technologies and the influence that audiovisual messages have on the new forms of communication.

The language area is divided into three main competences/skills:

- 1- Communicative competence: key to all areas of knowledge and in the fields of linguistics articulates the learning that has to be carried out in all the languages. The communicative competence is defined into the oral, written and audiovisual skills.
- 2- Plurilingual and Intercultural competence: this involves the ability to interact satisfactorily in a plural, multilingual and multicultural world. Conveniently, the curriculum states that this competence is also linked to the other curricular areas but it is in the teaching of languages where the implications are more specific. Besides the specific learning of each language, pupils will have to learn about attitudes and abilities important for confronting other languages, even those that are unknown (get to know them, value them and be able to face and solve multilingual interactions, respecting other ways of seeing the world).
- 3- Literary competence: this means that children will be able to understand the world that surrounds them, other people and themselves through readings and the contact with all kinds of traditional culture.

It seems obvious that the CCPE acknowledges the relevance of promoting a communicative competence that can lead towards a more plurilingual and intercultural competence.

Language school policies in Catalonia focus on plurilingual competences which, in accordance with the linguistic reality in Catalan schools at present, could be interpreted as a possible way not only to educate plurilingual individuals, but also to teach individuals who learn to respect and value other languages and, therefore, work towards intercultural communication competence.

In spite of these policies, there are still great differences between what the government requires and levels of competence in actual classroom practice: according to the latest PISA results (OECD, 2015), more than 20% of primary pupils do not have the minimum required level of English. The teachers' level of English, moreover, is still very low and many have not been trained to teach content subjects in English.

An analysis of these two language policies has concluded that plurilingual and intercultural competences are a priority in recent language learning and teaching trends. However, this must be contrasted with actual results in most learning contexts.

2.3.3 How are languages taught in Catalonia?

The teaching of languages in Catalonia, (as in many other parts of the world), has evolved over the years, moving on from the ‘Grammar/Translation’ method whereby FL(s) were taught through Catalan and Spanish, to the ‘Direct Method’ and the ‘Communicative Approach’ (Richards & Rodgers, 2014). The two main principles of the Direct Method are firstly, that the L2 is learnt in the same way as the L1¹⁰ and secondly, that the AL should be used in the language classroom at all times. Despite the awareness that language classes should be based on communication and on learner-centred syllabus, language classes in Catalonia are still very much grammar based and teacher centred (Goitia & Sugranyes, 2011; González Davies, 2007; Sugranyes & González Davies, 2014). Cots and Nussbaum (2008) state that a great deal of teaching and learning in Catalonia is still based very much “on a monolingual idea of communicative competence” (p. 22) where the ultimate goal is to create near-native monolingual speakers as the idea that non-native speakers are deficient AL communicators is still widespread.

It could be suggested that a general monolingual approach towards languages in Catalonia is also possibly due to the sociolinguistic scenario, in which the perseverance of Catalan is conceived as more important than the benefits of living within a bilingual Spanish-Catalan community.

The monolingual approach to language teaching and learning in Catalonia contradicts recent trends in research into language acquisition where previously acquired knowledge is conceived as valuable knowledge that should be taken into account in the learning process (Canagarajah, 1999; Corcoll, 2013; Creese & Blackledge, 2010; Cummins, 2015; García, 2009a; García & Wei, 2014; González Davies, 2014; Sugranyes & González Davies, 2014, amongst others). In line with Cummins, (2005, 2014a), I would argue that using learner’s knowledge of the HL to help learn other languages is highly beneficial and can have extremely positive results (Cummins, 2005) especially in DLCTs like the one concerning this study.

Following Guasch (2010), Sugranyes and González Davies (2014), and Wilson (2014), in many schools, languages are taught separately, there are classes ‘in’ different languages and language teachers work independently: language departments are quite separate, one for Catalan and (or)

¹⁰ According to the Direct Method, the L1 is the first language learnt and the L2 is the language learnt after the first one.

Spanish and another for English. In accordance with recent research on language learning outlined above, a more integrated approach to languages would be highly beneficial. This approach to languages is coherent with the IPA upon which this study is based, referred to in 4.1.

2.3.4 English as an opportunity instead of a threat in diverse learning contexts

Despite the widespread belief that English is the key to success, according to Hornberger (1997) and Pennycook (2006), English may often be perceived as a direct threat to other languages, especially in minority language communities.

Within DLCTs in Catalonia, it could be suggested that English is considered to be the least important subject. Learning Catalan and Spanish is considered to be difficult enough and English is seen as a problem (Goitia & Sugranyes, 2011; Sugranyes & González Davies, 2014). The underlying assumption is that PDOs will not be able to cope with so many languages. According to Escobar and Unamuno (2008), pupils who are identified as needing to spend time in special welcoming classes for new arrivals in which ‘core subjects’ are taught are frequently withdrawn from English classes, as these are deemed less important (2.4.4). This view is corroborated by data collected during the project development period in the school where the English class was considered the ‘least important’ for PDOs to attend.

The viewpoint put forward in this thesis, however, claims that the ALC may be conceived as an opportunity (Pennycook, 2011) and not as a threat to Catalan, as English in this context may not be a predator language (Hornberger, 1997) which will annihilate Catalan. By adopting Jenkin’s definition of English as “the English that can be used as a contact language among speakers who come from different first language and cultural backgrounds” (Jenkin, 2004, p.5), it has been explored that a critical approach to English can be used to support minority languages (Goitia & Sugranyes, 2011; López-Gopar, Jiménez & Delgado, 2014; Sugranyes & González Davies, 2014) as Pennycook (2006) suggests:

“if we are concerned about the relation between English and lesser used languages, the way forward may be not so much in terms of language policies to support other languages over English but rather in terms of opposing language ideologies that construct English in particular ways” (p. 111).

Within DLCTs it seems that many pupils feel especially motivated in the AL class precisely because it is the ‘foreign’ language classroom (Sugranyes & González Davies, 2014). Native

speakers of English are scarce in these environments (IDESCAT, 2014) so English is a ‘foreign’ language for all the pupils and all the pupils share the same ‘foreignness’ towards the language. Thus, for those pupils whose HL is not Spanish or Catalan, English could be conceived as a much more ‘neutral’, more equalising means of communication. It could be suggested therefore that the ALC could be considered a ‘positive space’ in which to work towards language and content improvement, as pupils feel more at ease and comfortable.

2.4 The current reality of Catalan Primary Schools nowadays: heterogeneity at schools

In the following section, I will be first detailing the current characteristics of PDOs in primary schools in Catalonia. Statistical data has mainly been drawn from the Department of Education of the Catalan Government (Departament d’Ensenyament, 2014). Data is corroborated with research developed by Bretxa and Vila (2014), Muñoz (2005), Trenchs-Parera and Patiño-Santos (2013) and Vila and Siqués (2013) in relation to studying language choice and attitudes towards languages in Catalonia.

Firstly, I will focus on the following data in order to describe the main characteristics of the PDOs in Catalonia:

- (1) Numbers of PDOs over the past 10 years
- (2) Origin of pupils
- (3) HL(s) of pupils
- (4) Level of schooling of pupils
- (5) School placements of pupils

Secondly, drawing from research developed by Cummins (2015), Mayans & Sánchez (2016) and Vila (2005), I will refer to the academic underachievement among diverse HL speakers, low socioeconomic status and marginalized groups in Catalonia in order to describe the participants of this study. Thirdly, I will consider the different policies and reforms driven by the Catalan government to overcome low language levels of PDOs and refer to the *aules d’acollida* –welcoming classrooms- derived from the Pla LIC (*Pla de Llengua i Cohesió Social*) (Departament d’Ensenyament, 2007) and the more recent Linguistic Support (Mayans & Sánchez, 2016).

Finally, based on studies developed by Corona et al. (2013), Mayans and Sànchez (2016), Trenchs-Parera, Patiño-Santos, Canós and Newman (2013), I will frame the language uses of PDOs. Data collected during the observation period prior to the development of the project is consistent with all the data offered in this section.

This section will provide a reliable and fair insight into the general characteristics of these children, which may help reconsider how these pupils are taught because, as stated by Barrieras, Comellas, Fidalgo, Junyent and Unamuno (2009), classrooms in Catalonia are becoming more and more plurilingual.

2.4.1 Characteristics of pupils of diverse origin in primary schools

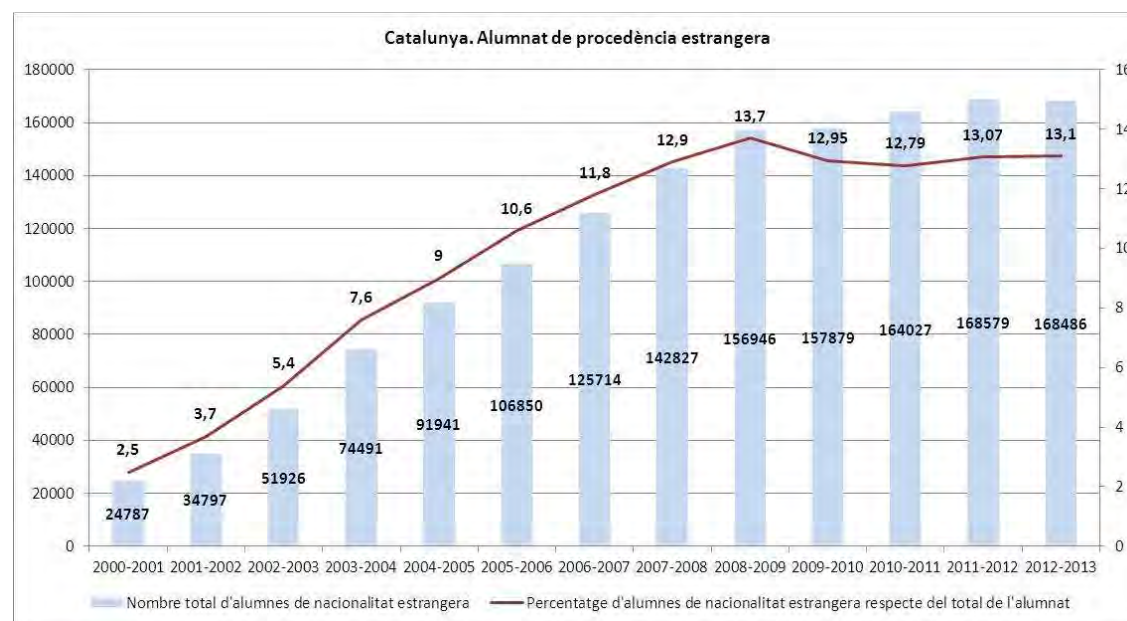
Catalonia has long been receiving immigrant population, arriving from the south of Spain in the fifties and, in the past 10 to 15 years, about 2 million immigrants from different parts of the world have arrived. Despite the fact that the arrival of immigrants has now established (Bretxa & Vila, 2014), drawing from the data presented above, in the last ten years, the presence of PDOs at schools in Catalonia has increased by approximately 13%.

According to 2013 statistics (Departament d'Ensenyament, 2014), in the academic year 2013-2014, over 168,400 foreign pupils were enrolled in the obligatory Catalan education system; the number has increased immensely in the past twenty years and this has entailed changes in linguistic and cultural diversity in the classrooms. The following table shows this tendency¹¹:

¹¹ I have decided to repeat the language in which the legends of the different tables and figures have been written (Catalan or Spanish) in coherence with the plurilingual approach adopted in this thesis.

Table 2: Catalonia. Pupils of diverse origin.

Source: Generalitat de Catalunya, Departament d'Ensenyament (2014)



As can be concluded from the table above, over the past ten years there has been an increase of nearly 12% of PDOs in schools over the total number of pupils. At present these numbers are becoming more stable, but the influx is still constant (Department d'Ensenyament, 2014).

As the following table shows, pupils come from a wide range of different ethnic backgrounds:

Table 3: Catalonia. Origin of pupils.

Source: Generalitat de Catalunya, Departament d'Ensenyament (2014)

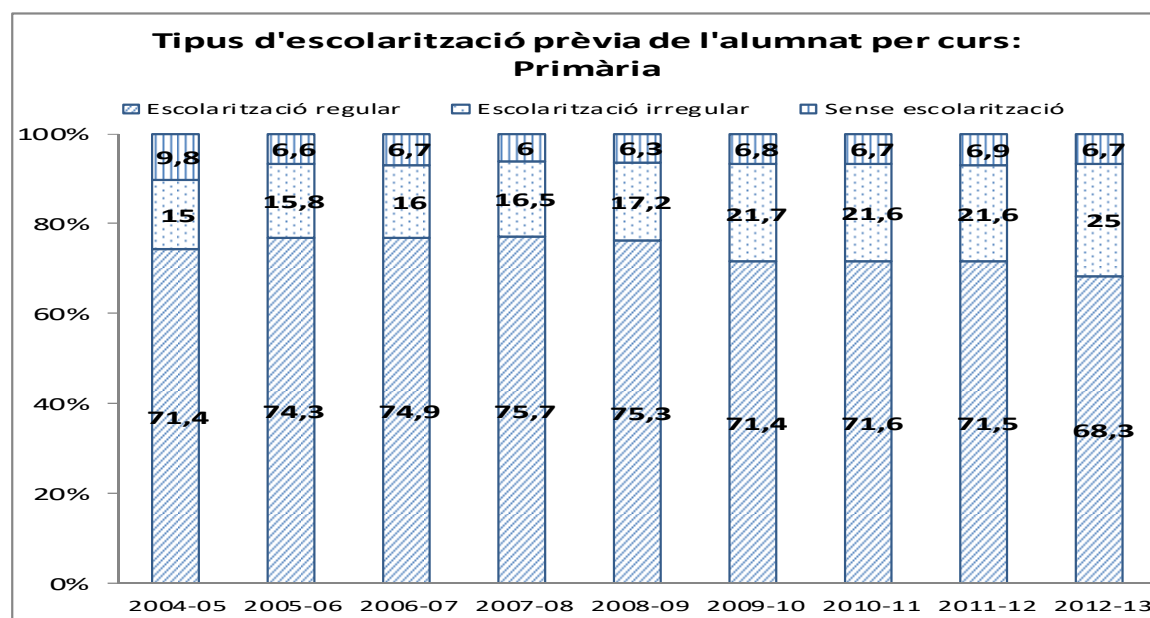
Origin	Total percentage over total pupils
Central & South America	37.1%
Asia & Oceania	33.8%
Rest of European Union	11.6%
Maghreb	9.4%
European Union	5.1%
Rest of Africa	2.1%
North America	0.9%

Almost 40% of the PDOs enrolled in Catalan schools are from Central or South America, Asia and Oceania is the second largest region where pupils come from, despite the fact that the situation is gradually changing as more and more families are arriving from Eastern European countries.

The linguistic diversity in schools in Catalonia reflects the linguistic diversity which exists in Catalonia as a whole: over 200 languages coexist in Catalonia. The main languages different from Spanish and Catalan spoken by PDOs are Arabic, Urdu, Mandarin Chinese and Amazigh. The reliability of these data however is questioned by certain linguists (Mayans & Sánchez, 2016) as information offered by parents, families and children themselves is not always precise. Linguistic prejudices appear for example in many Chinese families who confess they speak Mandarin Chinese at home when they really speak Wu, a much less socially regarded language.

The Department of Education classifies schooling as: regular schooling, irregular schooling and no schooling. The great majority of pupils of PDO have been schooled in their home countries. Nonetheless, as the following table shows, it is worth mentioning a significant 30-15% of pupils, depending on the year, who have not been schooled previously.

Table 4. Catalonia. Previous schooling. Source: Generalitat de Catalunya, Departament d'Ensenyament (2014)






Finally 74% PDOs attend state schools and 25.3% semi-private schools. Conclusions derived from the data suggest a gradual increase in the presence of PDOs in schools in Catalonia at present.

2.4.2 Academic underachievement among diverse heritage language speakers, low socioeconomic status and marginalized groups in Catalonia

The following section refers to academic achievement by PDOs. A glance at recent data published in Spain concerning marks obtained by these pupils in comparison to their native peers, reveals that PDOs obtain lower marks than their native peers.

Table 5. Catalonia: Average results in mathematics, reading and science skills. Source: Calero & Escardíbul (2016) (withdrawn from https://observatoriosociallacaixa.org/en/continguts/-/asset_publisher/HEAD/content/la-competencia-lectora-en-ninos-autoctonos-e-inmigrantes?inheritRedirect=false)

		NON-IMMIGRANT STUDENTS	2ND GENERATION IMMIGRANTS (born in Spain)	1ST GENERATION IMMIGRANTS (born abroad)
 MATHEMATICS	Average result	491	457	436
	Difference with respect to non-immigrant students	-	-34	-55
 READING	Average result	495	448	447
	Difference with respect to non-immigrant students	-	-47	-48
 SCIENCES	Average result	504	467	454
	Difference with respect to non-immigrant students	-	-37	-50

Research on academic achievement defines three groups as disadvantaged: a) pupils from low socio-economic background; b) immigrant-background pupils whose HL is different from the language of school instruction; and c) pupils from communities that have been marginalised or excluded from educational and social opportunities (DeVillar, Jiang & Cummins, 2013; OECD, 2009; Stanat & Christensen, 2006; Vila & Siqués, 2013).

According to data extracted from quantitative and qualitative data obtained in this study, the participants fall into the three categories and their results are consistent with the findings detailed above:

- 100% of the pupils come from low socio-economic backgrounds.
- 78.5% speak languages which are different from the language of school instruction.
- All the pupils come from communities which have been marginalised or excluded from educational or social opportunities.

These views are also supported by research developed in Catalonia concerning academic achievement by disadvantaged groups: The results of acquisition of Catalan and Spanish by PDOs show how their levels of linguistic competence are lower than those of their Catalan peers who have been at school since they were young (cf., Areny & Vial 2004; Oller, 2008; Vila & Siqués, 2013).

According to Conteh & Meier (2014), children with minority languages are often marginalised and even to a certain extent excluded from unfolding their full potential for their individual progress. Cummins, Hu, Markus, Kristiina and Montero (2015) claim that, despite the fact that there has been a lot of research on the positive impact of identity affirmation and literacy engagement based on multilingual repertoires, these practices are ignored in educational policies all over the world. Cummins et al. argue, moreover, that policy issues regarding identity and investment have direct effects on academic underachievement among social groups. The authors suggest that societal power relations “operate as casual factors in explaining underachievement (...) from socially marginalised communities who have experiences discrimination and restricted educational opportunities” (2015, p. 556).

The following extract taken from the **Recorded Interviews with the AL teacher (RIT)**¹² is an example of the above:

P28: RIT.

[reference to context - Family: motivation and attitudes towards learning languages]

T: a part nosaltres tenim un greu problema, tenim alumnes que vénen a l'octubre, tornen al març, al febrer, marxen, tornen, quan tornen, és tornar a començar, és un tema que serveis socials hauria de tractar, no pot ser que estiguin com a bolets, si el tema és la seva llengua, i a través de la seva llengua, la seva identitat, d'on vénen, el seu país. Jo per això quan veig mares al pati, i fem teatre, la gran majoria no obren la boca.

¹² All extracts from qualitative data are displayed as above. In bold the source instrument, below the different categories and variable (family) adscribed to the quotation. I have opted to not translate data in accordance with the plurilingual approach adopted.

Therefore, and as stated by Vila and Siqués (2013), recognising and acknowledging pupils' own languages is responsibility of all the educational institutions and policies should be adopted in accordance.

It is generally believed in educational contexts that the learning of Catalan by PDOs as quickly and efficiently as possible will determine academic success: once these pupils learn Catalan, they will integrate within the Catalan society and be like autochthonous pupils. I would argue however, that a) the focus should be on the process of learning the language rather than the final product of learning it; and b) a whole set of other conditioning factors should take place for the learning process to be effective such as acknowledging previous language knowledge that pupils take to the classroom.

Another possible aspect that may affect the successful learning of Catalan is the way Catalan is taught to PDOs. As agreed by Mayans (Interview April, 2016), Catalan is an AL for these pupils so it should be taught as such. Teaching an AL requires using AL teaching and learning strategies. I would suggest that in many cases such as the one concerning this study, Catalan is taught as an L1 and not as an AL.

The impact of the different natures of societal power relations on identity, investment and, ultimately, on academic achievement is discussed in much further detail in 3.4.3. Following the above mentioned authors, I will also be explaining and suggesting how Language Identity Texts (LITs) and Translation for Other Learning Contexts (TOLC) can act as a 'vehicle whereby pupils can (...construct identities of competence that fuel academic achievement' (Cummins, 2015, p. 558). This will be further extended in 4.2.5.2.

2.4.3 Language support policies

I will now consider the different initiatives and language policies developed by the Catalan government in order to counteract the low or non-existent level of Catalan of PDOs and integrate pupils into Catalan schools. Data in this section are provided by the Linguistic immersion and welcoming department of the Government of Catalonia (Servei d'Immersion i Acol·liments Lingüístics (2014) and sustained by research developed by Mayans & Sánchez (2016) and the interview carried out with Pere Mayans, head of the 'Linguistic immersion and welcoming department' of the Government of Catalunya (Interview Mayans, April, 2016).

In view of the emergent sociolinguistic situation, the Departament of Education of the Government of Catalunya designed the *Pla d'actuació per a l'alumnat de nacionalitat estrangera 2003-2006*, (Development Plan for Pupils of Foreign Nationality 2003-2006), (Departament d'Ensenyament, 2003). The main aim of the plan was the “school and social integration of all pupils, regardless of their language, culture, social condition or origin – my translation” (Departament d'Ensenyament, 2003, p. 21). Coinciding with an increase of PDOs during the year 2004-2005, the *Pla per a la llengua i la cohesió social- LIC* (Plan for language and social cohesion) (Departament d'Ensenyament, 2007) was approved in order to “promote and consolidate social cohesion, intercultural education and Catalan language within a plurilingual framework” (Mayans & Sánchez, 2016, p. 2). The aim of the plan was threefold: a) the creation of the *aules d'acollida* – welcoming classes; b) the development of inclusive schools; and c) educating school environments. In this study I shall focus on welcoming classes, as the school in which I carried out my study had a welcoming class and is relevant to the study.

2.4.4 Aula d'acollida-Welcoming classes

Welcoming classes were created in 2004-2005 as a resource to help PDOs integrate into the Catalan education system. Over the past 10 years, more than 170,000 pupils have attended welcoming classes. Due to the economic crisis and to the slight decrease of PDOs attending Catalan schools, many welcoming classes were closed down in 2010-11. During the year 2014-15, 660 schools in Catalonia had a welcoming class (Mayans & Sánchez, 2016).

The aims of the welcoming class are:

- a) To offer a quality personalised attention.
- b) To respond to emotional aspects that are part of any integration process.
- c) To initiate the learning of Catalan in order to follow the ordinary lessons. Pupils should leave the welcoming class with an A2 level in Catalan according to CEFRL (Language Policy Unit, 2001).
- d) To accompany pupils in the process of going from communicative language (BICS) towards more academic language (CALP)¹³ (see 2.2.2).

¹³ As noted by Cummins (1984), in order to access CALP, pupils require a B2 level of a language. This is incoherent with the language planning outlined by the welcoming class and is another factor that may add to academic underachievement by PDOs.

Welcoming classes are described as open, flexible and dynamic: they are able to adapt to the specificities of each school, pupils can be grouped according to schooling levels, HLs, etc. Depending on the specific needs of each pupil, the hours spent in the welcoming class vary. Pupils must all spend time in the ordinary classroom in order to guarantee interaction with other children and language use.

Criterion as to when and for how long a pupil should stay in the welcoming class is decided by the teachers. The use of the welcoming class is limited to 24-36 months, as welcoming classes are envisaged as a temporary resource.

As stated by Mayans & Sánchez (2016), the welcoming of PDOs is the responsibility of the whole school and not only of the tutor / teacher of the welcoming class. Teachers should work alongside each other and assessment of pupils should be global and continuous. This is corroborated by the document *El pla d'acollida de l'escola* (School, 2014), - the welcoming plan of the school-.

According to Trenchs-Parera et al. (2013), welcoming classes play a key role in determining linguistic and ideological attitudes towards Catalan and Spanish. Tentative results based on a 10-year longitudinal study of the effects of welcoming classes on integration and language use (Mayans & Sánchez, 2016), suggest that pupils perceive welcoming classes as “useful and consider their experience to be positive” (p. 13). Pupils also state that it is a resource which facilitates integration and contributes towards a more inclusive environment. According to another study developed in 2013, in those schools where welcoming classes were not conceived as being integrated within the mainstream classes, where the person in charge of the welcoming class did not work side by side with the other teachers of the school, Catalan was identified as an academic language and not as a language for integration and social relations (Trenchs-Parera & Patiño-Santos, 2013).

In the school where the study was developed, the welcoming class accompanied pupils who had recently arrived at the school by supporting the pupils and their families. Pupils were summoned from different ‘curricula’ classes, especially the AL class, to attend the welcoming class where pupils were taught Catalan and ‘Catalan culture’. Qualitative data obtained from a short interview developed with the teacher in charge of the welcoming class and 3 of the pupils who attended these classes suggested that pupils valued a more personalised attention from the teacher. The three pupils ‘did not know’ if the level of Catalan they had achieved once their time in the welcoming class had finalised was sufficient or not to follow mainstream classes:

P27: Researchers Diary

[ens ho passem bé a l'aula d'ac...][aula acollida]

P: ens ho passem bé a l'aula d'acollida, el nostre mestra és molt amable

R: I què hi feu?

P: fem coses per aprendre català

R: i creieu que apreneu català a l'aula d'acollida?

P: ni idea

P: no ho sé

P: Sí, perquè si tenim un dubte, ell ens ajuda

R: i quan deixeu d'anar-hi?

P: Quan ho diu ell, però no sé perquè

Despite these initiatives, underachievement is still a fact among socially marginalised groups. In order to counteract this situation, the Council of Europe together with the OECD, suggest that schools provide linguistic support to all pupils who require it, as a follow-up to the welcoming classes. As stated by Mayans (interview Mayans, April 2016), the Department of Education of the Government of Catalunya intends to develop this initiative during 2016-2017.

2.4.5 Language use by families of diverse origin

Research on language use by families of diverse origin show that in neighborhoods where Spanish is the usual language of communication, it becomes the main language of communication between the local population and immigrant families and also between families who speak different languages (Corona et al. 2013, Mayans, April 2016, Trenchs-Parera et al. 2013). Moreover, research developed by Unamuno and Nussbaum (2006), suggests that PDOs quickly perceive that Spanish – and not Catalan- is the language to learn to be part of the peer group, supported by the fact that the dominant language used in their immediate social context outside the school setting is Spanish.

Another important factor to take into account is the belief families may have of the languages spoken in Catalonia. According to Mayans (Interview Mayans, April 2016), it seems that many families erroneously believe that Spanish is the language taught at school and are unaware of the existence of Catalan. This view is also supported by Trenchs-Parera (2016) who suggests that not only are families of diverse origin unaware of the existence of Catalan, they often do not acknowledge its presence once they settle.

It could also be suggested that these beliefs mislead pupils to prefer Spanish over Catalan. Spanish is what pupils hear on the streets and is socially well-accepted. Pupils regard Catalan as the school language, used in class and in a two-way teacher-student-teacher direction. In fact, in the school where the study developed, pupils only spoke Catalan to the teachers (Researcher's diary (**RD**), February, 2015).

According to the CCPE (Departament d'Ensenyament, 2009), the aim is that Catalan should become the tool for social and linguistic cohesion within this multilingual and multicultural society. Pupils however, do not seem to appreciate or value the worthiness of knowing Catalan (Trenchs-Parera & Patiño-Santos, 2013). This view is consistent with data obtained from answers to the following question (**LBQ**, Chin Bee & Wigglesworth, 2006; see 6.3.2.1.1 for a description of the instrument):

Which language do you think is less important for the future generation? If you had to sacrifice one, which one would it be? English/ Catalan / Spanish

Catalan is the language sacrificed by 83% of pupils. As claimed by Corona et al. (2013), "language uses of the neighborhood seep into the school life" (p. 183). According to the authors, it seems appropriate to talk about a double linguistic re-socialization: to the use of Catalan in the school and to the use of Spanish in the neighborhoods. I would suggest that pupils do not seem to appreciate the added value learning of Catalan because pupils are forced to learn Catalan. The message pupils and their families obtain from schools and state institutions is that they 'have to' learn Catalan but, these views are then not supported by language practices and usage on the street so, therefore, perhaps pupils do not envisage the utility of Catalan. It is claimed here that a plurilingual approach to languages should make the learning of Catalan easier and more motivating by sensitising pupils to language learning in general instead of imposing specific languages, which can trigger rejection, especially if pupils do not see the language as useful.

As shall be seen in section 2.1, I believe that adopting a more holistic approach to language learning based on the natural language occurrences that pupils take to the classroom may possibly have effects on language use both within school settings and beyond.

2.5 The characteristics of the plurilingual speaker

Extensive research has been carried out on the advantages that bilingual and plurilingual pupils have with regards to language learning, in comparison to monolingual speakers. It has been found that bilingual speakers generally have higher linguistic competences than monolinguals and ‘use’ these linguistic skills in their first, second, and perhaps third language to learn a fourth or fifth one – any other AL (Cummins 1984; Cook, 2002). Metalinguistic awareness and strategies such as risk taking, learning from mistakes, translating, adapting words or understanding general meaning, which are an integral part of learning an AL, are much more commonly used by bilingual and or plurilingual pupils than by monolingual pupils (cf., Baker, 2011; Bialystock, 2011; Cenoz & Genesee, 1998; Clyne, 2003; Cook, 2001, 2013a; Cummins, 2001; González Davies, 2012, 2014; Hamers & Blanc, 2000; Lasagabaster, 1997; Sugranyes & González Davies, 2014). These views are supported by Cho (2000) who showed that many of the pupils who have developed their skills in the HL have greater understanding and knowledge of different cultures, ethics and abilities to mediate among cultures.

Out of all the participants of this study, 78.5% are plurilingual, and despite these positive research findings, the results of the final evaluations of levels of Catalan, Spanish and English of sixth year primary pupils in Catalonia published in June 2015 show a decrease in the overall level of competence in the three languages. This is consistent with research developed in relation to low socioeconomic, marginalized and different HLs groups.

I shall now present the conclusions drawn from a pilot study we developed in 2009 which aimed to look for answers to the results detailed above.

2.6 Pilot case study (2009): “The foreign language classroom, a positive context for promoting plurilingualism”

The starting point of my thesis is a pilot case study, the outcome of a 60 credit MA in Teacher Training, developed in 2009. The results of the research are published in: Sugranyes, C. & González Davies, M. (2014). “Translating heritage languages: promoting intercultural and plurilingual competences through children’s literature”.

An exploratory pilot study was designed over a four-month period and three research questions were formulated:

Can a plurilingual approach to AL teaching through translation and children's literature:

- a) Contribute to the improvement of academic performance of all academic languages within the class as a whole?
- b) Improve pupils' motivation and attitudes towards learning languages?
- c) Increase intercultural communicative competence?

The research paradigm followed in the study was quasi-experimental, interpretative and socio-critical. Quantitative data were collected by using the following pre- and post-tests:

- ✓ A Attitude and Motivation Battery Test – AMBT – (Bernaus and Gardner, 2008) in order to assess degrees of motivation and attitudes towards language learning
- ✓ Intercultural Communication Competence Test (Baños, 2003) in order to assess levels of intercultural communication competence
- ✓ Marks for Catalan, English and Spanish in order to assess academic performance in these languages.

Qualitative data was gathered through personal interviews, observation sheets, researcher's diary, teacher's diary and recordings. These were analysed and used comparatively in order to triangulate the results.

The chosen critical incident was the creation of story books in English and the use of translation from English into the different HLs present in the classroom.

Conclusions drawn from the study suggest that adopting a plurilingual approach to language teaching improves:

- a) Academic performance in the three school languages

A simple statistical data analysis revealed a significant improvement in the children's academic performance in all three school languages: Catalan, Spanish and English. Pupils who spoke two or more languages at home obtained higher marks in all three school languages, before and after the project confirming research in bilingual and multilingual acquisition and the positive effects on language learning (Cenoz and Valencia, 1994; Lasagabaster, 1997). Pupils who spoke only Spanish at home not only showed an improvement in Catalan and English, but also

in Spanish, their HL, confirming that knowing a second language benefits the use of the first language (Cook, 2003).

b) Motivation and positive attitudes towards language learning

A t-Test analysis of the **Attitude and Motivation Battery Test (ATMBT)** after the project had been developed, suggested that levels of motivation and positive attitudes towards language learning increased with a significance of 0.02. Noteworthy was the salient increase in levels of instrumental orientation suggesting that pupils were able to perceive that by back translating from English into their own HL, enabled them to enhance their own languages.

c) Intercultural competence(RQc)

Whereas an analysis of the Intercultural Competence Test concluded that the level of intercultural competence increased by only 1 per cent, qualitative data did suggest that as the project developed, pupils started to become aware of cultural differences and show cultural empathy towards their peers.

The following results were not foreseen, but are noteworthy and also determine, as I shall argue below, the basis of the present study:

d) Metalinguistic awareness

An analysis of qualitative data collected in the researcher's and teacher's diary revealed how using pupils' own languages significantly, that is, for a specific purpose, enhanced learners' metalinguistic awareness. Pupils reflected upon differences and similarities among languages, attempted to read, write and speak each other's languages as pupils spontaneously reached their own conclusions as to what the process of translation involved and expressed their PI unconsciously and naturally. Pupils employed plurilingual strategies naturally but were unaware of this. Through the project, they became aware of their plurilingual 'condition' and started to value it.

e) Awareness and recognition of pupils' identity

An analysis of qualitative data collected in the researcher's and teacher's diary revealed how using their own languages enhanced pupils' own PI. Being able to speak and use their own language in the classroom boosted pupils' identity: they felt singled out and valued. As can be seen from this extract taken from the teacher's diary, two pupils who normally felt too embarrassed to speak in English started to do so: "*Pupil X never says much in class, and now*

he has started to participate, to give his opinion” (teacher’s diary, March 2009) . When they saw that their language and culture were supported and respected, the pupils clearly felt more at ease in the classroom.

These results may suggest that using the pupils’ own languages at school as valuable pedagogical tools may be relevant to encouraging pupils’ identity. In turn, identity recognition may affect pupils’ motivation towards language learning and their academic performance of school languages.

Following the principles of grounded research, the present study aims to broaden the aims and scope of the pilot study.

2.7 Conclusions to this chapter

After having described the context in which this study is embedded and the postulated hypotheses, I would like to highlight the following issues concerning language use in Catalonia and how these relate to the significance of this study:

- a) The use of Catalan outside school boundaries is limited, especially in DLCTs such as the one concerning this study: PDOs seldom use Catalan outside the school in Barcelona (Mayans & Sánchez, 2016; Trenchs-Parera et al., 2013; (Interview April, Vila, 2016; Vila & Siqués, 2013).
- b) AL teaching and learning in Catalonia urgently needs to be improved, and despite the general concern to improve the teaching and learning of English, results in English competence are still much lower than many other European countries (OECD, 2015). Steps have been taken by teacher training faculties (see MIF, 2016) to improve this situation and hopefully over time, levels will increase.
- c) As suggested by Vila (Interview, April, 2016), despite recent language policies that state that plurilingual competences must be developed among pupils – such as the CEFRL (Language Policy Unit, 2001), the CCPE (Departament d’Ensenyament, 2009), or the most recent *Pla per al Plurilingüisme* (Generalitat de Catalunya, Departament d’Ensenyament, 2013), at least in Catalonia, plurilingualism is still a euphemism for the use of Catalan, Spanish and English. Competences in other languages such as those spoken by the participants in this study, are not viewed as a linguistic advantage, but

rather as an impediment towards language learning of ‘official’ languages (Sugranyes & González Davies, 2014).

- d) The informed use of linguistic diversity for developing plurilingual competences beyond claiming its assets is necessary for creating plurilingual individuals who are able to operate efficiently within a plurilingual and global society.
- e) Language patterns that take place on the streets and at home should be used as a starting point from which to build on ALs.

The aim of this chapter has been to provide a state of the art of teaching and learning ALs in Catalonia, specifically in diverse environments and by PDOs in order to frame the hypotheses postulated for this study.

I have started by referring to the concept of linguistic landscapes and the vitality of urban multilingualism in order to suggest that the significance of this study may reside in deconstructing fixed boundaries between schools and the society as mutual observation of both realities could be highly beneficial.

I have then dealt with the consequences derived from globalisation in relation to the presence and contact among languages and speakers and its relevance in schools.

In order to contextualise the study, I have felt it necessary to address the dynamics of languages in Catalonia, and its complexity.

I have then referred to the linguistic immersion system upon which the teaching and learning of languages in Catalonia is based and have questioned its appropriateness at present as the characteristics of learners have changed radically from when it was planned and implemented.

In the following subsection, I have attempted to provide an account of the teaching and learning of ALs in Catalonia by drawing, firstly, on the status of English as an AL in Catalonia. Secondly, I have examined the CEFRL (Language Policy Unit, 2001) and the CCPE (Departament d’Ensenyament, 2009). Finally, I have pointed out that despite a widespread view that English can be a threat to a minority language such as Catalan, I would suggest that the English class can be an ideal setting to foster plurilingual competences.

I have then described the reality of Catalan schools nowadays by focussing on the data concerning the origin of the foreign pupils, the languages they speak, the schooling and academic achievement in relation to their native peers.

Finally, and despite extensive research developed on plurilingual speakers learning languages which demonstrates the advantages plurilingual speakers have in comparison to their monolingual peers, educational policies do not cater for effective plurilingual practices and the AL results are still low.

Conclusions drawn from a pilot study conducted in 2009 which seem to suggest that promoting pupils' identity in class may be relevant to language learning have led to argue that a shift in the approach towards teaching and learning based on what pupils take into the classroom would encourage pupils' identity which could affect pupils' motivation and attitudes towards language learning and affect their academic performance.

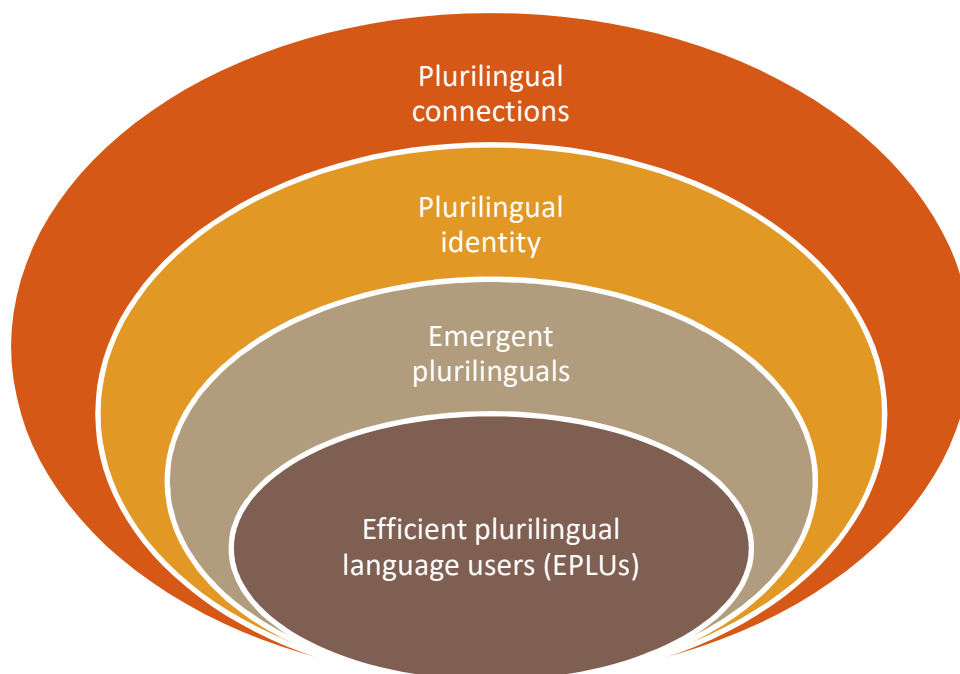
3 THEORETICAL FRAMEWORK

In this chapter I shall address the theoretical framework of this study. It is structured as follows:

Firstly, the Operational definition section (3.1) will provide explanatory definitions of all the terms and constructs that appear in the thesis. I will be drawing from different fields of research in order to come up with my own operational definitions, which will be coherent with the hypotheses and research questions formulated.

Secondly I will describe the theoretical framework which lies on the following converging fields of research as illustrated in the following figure:

Figure 3. The theoretical framework: A plurilingual approach to AL teaching in Catalonia



The section Plurilingual Connections (3.2) is concerned with the psycholinguistic and sociolinguistic mechanisms undergone by plurilingual individuals when managing the languages they know and use and draws mainly from the following research:

- ✓ The Interdependency Hypothesis (IH) (Cummins, 1979)
- ✓ The Dynamic Model of Multilingualism (DMM) (Herdina & Jessner, 2002)
- ✓ Multicompetence (Cook, 1992, 2001, 2013)
- ✓ Dominant Language Constellations (DLCs) (Aronin & Singleton, 2012)
- ✓ Dynamic Bilingualism: Translanguaging (García, 2009a)

Secondly, I shall refer to the notion of the Emergent Plurilingual (EP) (3.3). Based on research developed by García (2009b), García and Kleifgen (2010) and Van Lier (2010) with regards to emergent bilinguals, I propose that the participants in this study are EPs and describe, from a theoretical perspective, how they can be defined linguistically.

The third field of research addresses the issue of identity in relation to Additional Language (AL) learning (3.4). Based on research developed by Aronin (2016) and Aronin and Singleton (2012), I will refer to the identity of the emergent plurilingual, as plurilingual identity (PI). In coherence with the hypothesis postulated for this thesis, I argue that PI is relevant to AL learning and, if affirmed and encouraged, can affect academic performance and motivation towards languages.

Fourthly, and based on the above concurring fields of research, I suggest that EPs become Efficient Plurilingual Language Users (EPLUs) (see 3.5). By enhancing pupils' PI through the use of their HLs, I argue that EPLUs use translanguaging consciously in order to communicate successfully. Drawing from studies in relation to the vitality of urban multilingualism moreover (see 2.1), I claim for an Efficient Plurilingual Cycle by conceiving EPLUs as a contribution towards converting schools into plurilingual settings which in turn could positively revert to enhancing plurilingualism within society.

Finally, I will suggest how conceiving language from a dual approach, as both a tool and an ability through the lens of the abovementioned fields of research may shed light into understanding how plurilingual individuals function.

3.1 Operational definitions

Before dealing in depth with the main theories adopted in this study (see sections 3.2 to 3.6), I will now describe the different key terms used in the thesis. I will discuss the different terminological choices I have made in order to clarify the key terms and provide my own operational definitions in coherence with the theoretical framework.

Additional Language (AL): an AL refers to any language the language learner learns besides her mother tongue(s). This is based on the underlying belief that language knowledge and experience adds to the language knowledge and experience a learner already has, much in line with Lambert's original definition of additive bilingualism (1974). It is also a more equitable way of expressing the complex acquisition and use of many languages (García & Kleifgen, 2010).

I will refer to English as the additional curricula language the participants in this study learn at school. Catalan and Spanish are also AL(s) for the participants in this study despite being taught as if they were L1s.

From a teaching perspective, the term encompasses all the languages used in the learning process as it “underscores the belief that ALs are not necessarily inferior nor superior nor a replacement for a student's first language” (Jud, Tan & Walberg, 2011, p. 6).

Attitudes towards languages: I describe attitudes as the feelings an individual has towards her own language(s) and the languages of others. Attitudes are related to investment in the sense that a positive attitude towards a language is key for a pupil to feel motivated to learn a language much in line with findings from authors such as Csizers and Dornyei (2005).

Agency: According to Van Lier (2008), successful learning depends crucially on the activity and initiative of the learner and this depends on agency, that is, how the learner feels towards a particular context. Broadly defined by Ahearn (2001) as “the socioculturally mediated capacity to act” (p. 112), here, agency refers to the capacity of PDOs of becoming language activists (Leeman, Rabin and Romón-Mendoza., 2011), aware of their plurilingual attributes and act accordingly.

Heritage Language (HL): I will refer to all languages pupils speak which are not school languages (Catalan, Spanish and English) as HLs, following Cho (2000), who defines a HL as the language associated with one's cultural background. I argue that the term ‘heritage’ has

cultural implications which are embedded in all languages, and a speaker has her own language(s) and cultural heritage(s). I also believe the term encompasses the linguistic experience of each individual which, as I will suggest, defines the identity of the individual and helps conform each individual's Dominant Language Constellation (DLC).

There is much controversy about how to refer to the languages pupils use at home which are not the mainstream languages spoken in a society. The term HL originally referred to the languages of immigrants as well as to indigenous and colonial languages in North America (Fishman, 2001). The term 'heritage' has been interpreted in a negative way as being linked to primitivism and being outdated (King & Enns Kanen, 2013). Terms such as allochthonous language, home language, identity language or language of origin are in wider use (van Deusen-Scholl, 2003).

In Europe, the term 'regional' or 'minority' language is preferred and refers to languages spoken by minority groups (De Bot & Gorter, 2005). In Catalonia, languages spoken by individuals of diverse origin are officially nominated *llengües d'origen* –origin languages, (see http://sac.gencat.cat/sacgencat/AppJava/organisme_fitxa.jsp?codi=1772), or *llengües familiars* – family languages (Pereña, 2017).

Language: The viewpoint adopted in this thesis regards language as an activity or practice rather than as a structure, as something individuals do and use rather than a system individuals draw on or have. It emerges within social and cultural contexts (García, 2009b; Makoni & Pennycook, 2006). Language is not only a cognitive phenomenon, the product of the individual's brain; it is also fundamentally a social phenomenon (Firth & Wagner, 1997), an experience (Ochs, 2012) characterised by being dialogical and meaning-making (Van Lier, 2004), changeable, mobile and fluctuating (Blommaert & Backus, 2011; Herdina & Jessner, 2002).

Language Learner: an efficient language learner is, on the one hand a language user (Cook, 2008), an individual who is "multicompetent, bilingual individuals who use whatever communicative competence required by the task, activity or the situation in variable social contexts in real life" (Firth & Wagner, 1997, p. 991). Firth and Wagner suggested referring to the language learner as "someone engaged in the contingent, turn-by-turn negotiation of meaning of conversational practice and who learns the language by using it to solve problems and achieve tasks set by the social setting itself" (p. 911). On the other hand, she is also able to reflect upon the language learning process and the language itself (Esteve, 2013).

Language learning: I regard language learning as language use following Wolff and Legenhausen (1992) and Cook (2008), adapted and applied by Esteve (2003) and Esteve and Martín-Peris (2013). In order to develop communicative competence among pupils, language use must be based on two components: action – language must be used in significant communicative situations-, and reflection- by reflecting upon the way messages are construed in each language.

Language Repertoire: As stated by Aronin and Singleton (2012), the linguistic repertoire refers to the totality of linguistic skills of an individual or community. The concept evolved from a monolingual perspective and under the name of 'verbal repertoire' Gumperz (1964), who referred to the sum of various skills in one language. Adopting a more plurilingual approach, in 1996, Schiffman (1996) refers to the linguistic repertoire of an individual as the “particular set of skills (or levels of proficiency) that permit him or her to function within various registers of (a) language(s)” (p. 42).

Linguistic experience: As suggested by Corona et al. (2013), “the (language) repertoires are anchored in the biographies of speakers” (p. 185); I define a linguistic experience as the experiences the individual has undergone when learning the different languages that conform her Dominant Language Constellation (DLC): has the learning process been positive? Was the learning process developed in a formal or informal setting? At what age? What does the individual think she can do in a specific language? What are her feelings towards a certain language? In line with Piccardo and Aden (2014), who suggest that individual plurilingualism is based on the linguistic experiences of each individual, I would suggest linguistic experiences condition and, to certain extent, determine the attitudes and willingness to learn other ALs in line with Moll (2005) who states that individuals’ experiences of their own culture(s) and language(s) are the most powerful tools for learning.

Linguistic identity: It defines the individual as being part of an entire community much in accordance with Iavnic’s (1998) definition of identity as a “dynamic, fluid and complex processes by means of which individuals align themselves with a group, communities and or / sets of interests, values, beliefs and practices” (p. 11). According to Aronin and Singleton (2012), linguistic identity does not encompass the individual characteristics of each learner. Relevant to this thesis, is precisely the PI of each individual.

Language identity Text (LITs): These are defined, for the purpose of this study, as a pedagogical tool to encourage PI through the use of pupils’ HLs and derive from Cummins’s

identity texts (2001, 2009, 2015; Cummins & Early, 2011). Through the use of Translation for Other Learning Contexts (TOLC), LITs are generated and translated to the different HL's of the pupils, their PI made visible through their own languages. The focus of LITs is on pupils' HL(s) and how these are used significantly to learn English as an AL.

Metalinguistic awareness: it refers to the ability of an individual to reflect upon the language process and her language use. Within a plurilingual setting, metalinguistic awareness becomes a key component in developing communicative competences, as successful language learning occurs when the learner uses the language, but also when she demonstrates she can reflect upon the processes undergone (Esteve, 2013; Wolff & Legenhausen, 1992)

Motivation from an Investment perspective: Motivation is intrinsic to learning as it provides the “primary impetus to initiate learning the AL and later the driving force to sustain the long and often tedious learning process” (Dörnyei, 1998, p. 117). In this thesis, however, I have, adopted a more holistic approach to motivation as, on the one hand, an increased interest in the identity of the AL learner over the years has led to a reconceptualization of motivation as one of the key elements for effective learning to take place (Norton & Toohey, 2011). On the other, and in accordance with Norton (2013), I argue that the environment in which the learning process develops, also conditions the motivation of the learner and the more ‘traditional’ approach to motivation based on integrative and instrumental orientation (see Gardner, 1985) does not seem to cater for all the complex identities of learners.

I have adopted an approach towards motivation based on investment, which, according to Norton (2010), seeks to make a meaningful connection between a learner's desire and commitment to learn a language (i.e. motivation), and the language practices of the classroom or community.

Multicompetence: The concept is defined by Cook (1992) as the “knowledge of two or more languages in the same mind’ and as the ‘compound state of mind with two grammars” (p. 557). This view has now been extended and it “involves the whole mind of the speaker, not simply their first language, or their second” (Cook, 2013b, p.3768). For the purpose of this thesis, I would suggest multicompetence is the ability plurilingual speakers have to function plurilingually. Highly relevant is Cook's re-conception of language speakers as language users, i.e. languages are learnt when they are used, which is coherent with the pedagogical approach proposed in this doctoral thesis.

Multilingualism: Multilingualism is defined by the CEFRL as follows:

The ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw from (Language Policy Unit, 2001, p. 4).

Despite the fact that many authors use the term multilingualism as a generic term to refer to an individual, community or society who speaks different languages (cf. Aronin, 2016; Aronin & Singleton, 2012; Herdina & Jessner, 2002 for example,) I would argue that the term does not faithfully envelop the characteristics of an individual who uses different languages with which to function. In this thesis, multilingualism refers to the quantity of languages, broadly speaking, a speaker or community can be defined by, the focus being on the descriptive number of languages known: Barcelona can be considered a multilingual city, for example, because more than 200 languages have been identified as being spoken (GELA, 2005).

Plurilingual Identity (PI): I suggest referring to the identity of the EP as her PI defined here as the complex negotiating process between the learner and her environment, as the identity of an emergent plurilingual is context-based, plural and dynamic and is portrayed through the languages the emergent plurilingual uses: her PI is what she brings into the classroom.

The term derives from Aronin & Ó'Laoire's (2004) definition of multilinguality defined as the "facet of a self, activated and expressed through language and language-related phenome, which influences the social and private life of an individual (...) and is expressed through actions, perceptions and attitudes and abilities" (p.81) and refers to the inner constructs of the individual language user, where all the aspects and resources of an individual intervene.

PI encompasses Norton's (2010) description of identity in relation to the fact that:

Every time we speak, we are negotiating and renegotiating our sense of self in relation to the larger social world, and reorganizing that relationship across time and space. Our gender, race, class, ethnicity, sexual orientation, among other characteristics, are all implicated in this negotiation of identity (p. 350).

Central to this study is how PI may be relevant to language learning much in line with Norton (2014a), who claims that the languages used by individuals and in what social contexts they are used shape individual's identities.

Plurilingualism: According to the CEFRL, plurilingualism:

emphasises the fact that as an individual person's experience of language in its cultural contexts expands from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartment but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact (Language Policy Unit, 2001, p. 4).

In addition, the CEFRL states:

the linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They enable the individual to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences (p. 43).

Related to the concept of language described at the start of this section, a dynamic and ecological approach to language allows for languages to interrelate and affect each other.

For the purpose of this study, plurilingualism is defined as the context in which languages and linguistic experiences are not only acknowledged but also encouraged to interrelate and interweave in order to generate new linguistic practices.

Pupils of diverse origin (PDOs): pupils who are not born in Catalonia will be referred to as "pupils of diverse origin". I have chosen this term so as not differentiate pupils according to their origin, and in an attempt to move beyond the traditional and negative connotation I believe that is embedded in the term 'immigrant'. They are pupils who attend the Catalan education system and should obviously be treated as such. However, these pupils do 'differ' from their mainstream peers, and this difference is precisely what makes up this thesis: they speak different languages and make connections among the different languages they use, they come from different places in the world, and, to a certain extent they have received schooling in their home countries.

The Emergent Plurilingual (EP): An emergent plurilingual (EP) is an individual who functions in various languages but is unaware of her ability following Van Lier (2004) in relation to speech emergence. Participants in this study are plurilingual speakers, as suggested above, however, they are unaware of their ability. Moreover, within the school setting they are not encouraged to employ translanguaging.

The Efficient Plurilingual Language User (EPLUs): is defined as a plurilingual language user who has built up an efficient communicative competence and who employs translanguaging strategically and consciously (Stratilaki, 2011) to function successfully and fulfil her communicative needs. By adopting a plurilingual approach to AL learning by encouraging pupils' PI through their HL(s), emergent plurilinguals may become EPLUs.

The plurilingual speaker: The plurilingual speaker is communicatively competent in two or more languages, at whatever level of proficiency (Little, 2010) shaped by her different languages and her experiences of languages, because these languages naturally intertwine within the plurilingual mind. In relation to the participants in this study, and based on data collected in the Language Background Questionnaire (LBQ), plurilingual speakers use languages at home which are not curricular languages in comparison to monolingual pupils who speak a curricular language at home (in nearly all cases Spanish).

Socio-affective strategies: Learning strategies which refer to the emotional and social aspects of learning languages such as life experiences, mood, motivation, empathy or anxiety (cf. Cohen, 1998; Oxford, 2011). The socio-affective components involved are central to efficient language learning because the learning process is conceived as a holistic experience which considers the learner globally. The perspective adopted here moves away from a more traditional approach which dichotomises rationality and emotion within the learning process. As suggested by Arnold (2000), the affective dimension is not opposed to the cognitive one, rather if they are used together, the learning process is more solid.

Translanguaging: Relates to the language practices of plurilingual individuals and communities. It is defined by Canagarajah (2011) as the “ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoires as an integrated system” (p. 401). Three ideas emerge from the concept: on the one hand, the starting point of translanguaging is that it is the language practices of bilingual people (García, 2009a) therefore, moving beyond the monolingual approach to languages. On the other hand, the fact that translanguaging implies new forms of language practices which portray the “complexity of language exchanges among people with different histories” (García & Wei, 2014, p. 21) implies that translanguaging works against language hierarchies that societies impose and encompasses all the languages which compose the language repertoire of pupils.

Translanguaging may also be viewed from a pedagogical perspective, as a pedagogical strategy used to highlight pupils' HLs and as a tool for encouraging PI among pupils. In this thesis,

TOLC and LITs are employed as translanguaging pedagogical strategies for learning English as an AL.

Translation for Other Learning Contexts (TOLC): TOLC is a translanguaging pedagogical tool described as the use of translation in order to acquire linguistic mediation skills and intercultural competence in contexts other than professional translator training. From this perspective, translation is viewed as both a process and a product of everyday communication acts. TOLC focuses on the use of translation for teaching an AL following reflection on how best to relate educational objectives and learning strategies with translation competence (González Davies, 2012, 2014). In this thesis, TOLC is used for learning an AL and is employed together with LITs in order to enhance pupils' PI through their HL(s).

Translanguaging space: this refers to a space where translanguaging occurs and is defined by Wei (2011) as a space which “breaks down the artificial dichotomies between the macro and the micro, the societal and the individual, and the social and the psycho in studies of bilingualism and multilingualism” (p. 1234). It allows plurilingual individuals to integrate languages which are formally compartmentalised (García & Wei, 2014). Here, I argue that the ALC becomes a translanguaging space for learning to take place, as “the more extended the learning opportunities are (...), the more robust their multilingual repertoires are likely to be” (The Douglas Fir group, 2016, p. 27)

3.2 Plurilingual connections

The conceptual model of languages adopted in this thesis draws from the following premises:

- a) Languages are not static (Penycook, 2007), they are rather a form of action which emerges within particular social and cultural contexts and which is used in the everyday flow of life (Firth & Wagner, 1997; García, 2009a/b; Makoni & Pennycook, 2006; Weiyun, 2010).
- b) Languages interrelate and are connected and live together (Corcoll, 2013; Corcoll & González Davies, 2016; Hall & Cook, 2013). When an individual acquires an AL, this is based on knowledge of other languages she knows (Cummins, 1979, 1984). As stated by Stern (1992), “the L1-L2 connection is an indisputable fact of life” (p. 282).

- c) The mind of a bilingual, multilingual or plurilingual speaker functions differently than a monolingual individual (Cook, 2013; Herdina & Jessner, 2002). Individuals use their language repertoire according to their needs through their DLCs, that is, those languages which are more suitable for their needs (Aronin et al., 2013).
- d) Individuals ‘naturally’ translanguage by using translation skills and reference to the other languages they have acquired to learn ALs (Canagarajah, 2011; Cook, 2001; Corcoll & González Davies, 2016; García, 2009a; García & Wei, 2014) as it “forms part of normal L2 use in many L2 situations” (Cook, 2001, p.1).
- e) The learning of an AL affects the first or other languages the individual already knows (Cook, 2001, 2003, 2013a; Corcoll, 2013)
- f) Language learning stems from language use based on action: language is learnt by using it in communicative situations, and reflection, reflecting upon the actual process of learning the language (Esteve 2003; Esteve & González Davies, 2016; Esteve & Martín-Peris, 2013).

In this section I will describe how the languages of plurilingual speakers are mapped in individuals by attempting to describe how languages function plurilingually.

3.2.1 The Interdependence Hypothesis

The basis of Cummins’s Interdependence Hypothesis (IH) is the Common Underlying Proficiency model (1984). The model establishes that skills involving cognitively more demanding tasks such as problem-solving, literacy or abstract thinking are prevalent across languages, which entails the fact the bi/multilingualism leads to the development of competences which are not found in monolinguals (Herdina & Jessner, 2002). Thus, the linguistic knowledge and skills an individual has developed in her L1 may help towards her development of her L2.

Cummins posits however, that, in order to ensure effective transference from one language to another, the individual must have a minimum threshold level (BICS) in one of the two languages: BICS refers to the language needed in social situations and CALP refers to the highly abstract, academic communication that takes place in the classroom, especially in the later elementary grades, and refers to the ability to use the cognitive functions of language.

Cummins (1984) suggests that, in order to ensure effective transference from one language to another, the individual must have a high literacy threshold level in one of the two languages.

If this level exists, to be able to achieve all the positive effects of being bi/plurilingual, the individual must reach a second threshold competence level in both levels. If this is not attained, the effects of being bilingual may be negative, as neither of the languages can be learned efficiently.

One possible cause for academic underachievement among PDOs is the low development of their HL (low literacy), BICS, which, following Cummins's theory, may lead to an unskillful performance in all the school languages the pupil is learning. Research developed by Cummins (2014a), Haneda (2014), Siqués, Vila and Perera (2009) among others also certifies this fact and advocates for a shift in focus towards the languages pupils take into the classroom as a starting point upon which to build AL learning.

As stated by Herdina & Jessner (2002), Cummins's IH of the Common Underlying Proficiency, and the Threshold Hypothesis, represent a milestone towards the "recognition that multilingualism leads to the development of proficiencies not to be found in monolingual speakers" (2002, p. 17). I shall now turn to describe the Dynamic Model of Multilingualism (DMM) and suggest why it may be an appropriate model upon which the concept of languages in this study may be based.

3.2.2 The Dynamic Model of Multilingualism

The DMM is a psycholinguistic learner-oriented model for language learning developed by Herdina & Jessner (2002). The model focuses on the dynamic systems of languages and adopts a holistic approach to languages, where languages are in constant flow. It studies the complex relationships in multilingualism by focusing on the description of time-dependent changes in the psycholinguistic system. It also focuses on the link between the sociolinguistic and psycholinguistic variations present in multilingual systems. As stated by Larsen-Freeman and Cameron (2008), "a complex system approach takes a view of the individual's cognitive process as inextricably interwoven with their experiences in the physical and social world" p. 155).

The aim of the model is twofold: it describes, on the one hand, the transfer phenomena, that is, what occurs when speakers shuttle (Canagarajah, 2011) from one language to another and, on the other, the positive cognitive consequences of multilingualism such as metalinguistic awareness, critical thinking, etc.

According to Herdina and Jessner (2002), the goals of the DMM are:

- a) To act as a bridge between AL learning and multilingual research by suggesting that research into language acquisition should be developed through a multilingual perspective and should go beyond studies of the contact between languages.
- b) To transcend the “monolingual bias of multilingual research” (Herdina & Jessner, p. 86) and develop an independent model of multilingualism.
- c) To suggest a theoretical framework in order to predict multilingual development.
- d) To provide a theory of multilingualism.

The model is based on Cummins’s “Two solitudes assumption”, the assumption that the bilingual speaker is more than two monolingual speakers joined together, the emphasis being placed on the change and dynamics of the individual’s speaker system. This dynamic view acknowledges the presence of one or more languages, which influence the development of the whole multilingual system.

Herdina & Jessner (2002) point to the following characteristics of language development in multilingual systems: non-linearity, reversibility, stability, interdependence, complexity and change of quality. They argue that the process undergone by an individual when acquiring a language is not linear, as opposed to a more traditional approach in which one step follows another and where the final goal is to acquire a native-like speaker level. In the DMM, language development is a dynamic process with “phases of growth and retardation” (Herdina & Jessner, 2002, p. 91), and is dependent on environmental factors. It is worth considering two issues at this stage: on the one hand, the ecological approach to AL teaching and learning conceives the environment in which the learner is situated as a fundamental determining factor towards efficient learning. On the other, García’s research on Dynamic Bilingualism (2009a) is also pertinent and can be related, since it considers the learning process as a dynamic, non-linear and recursive. Moreover, from a DMM perspective, translanguaging can be conceived as a creative process which belongs to the individuals themselves in interaction rather than belonging to the language system itself by ‘soft assembling’ their various language practicesa (García, 2009a).

This entails therefore, that the learning of several language systems affects the speaker’s psycholinguistic system. This leads to the development of new skills which are all part of the pluri-repertoire of the speaker.

Despite the acceptance of a Common Underlying Proficiency among bi/multilinguals in line with Cummins (1984), Herdina & Jessner (2002) suggest that Cummins's view of language systems is somewhat static. Whereas Cummins' hypothesis suggests an association between two linguistic systems, Herdina & Jessner propose a mix of the two linguistic systems. These will acquire different characteristics which they did not have when separate, and this, in turn leads to a complete metamorphosis of the two systems.

The contribution of DMM developed by Herdina & Jessner (2002) to this study resides on the following key points:

- a) The DMM views the multilingual speaker as a “complex psycholinguistic system comprising individual language systems” (Herdina & Jessner, 2002, p. 3). When a change occurs in one language system, it invariably affects the other. A psycholinguistic approach to the plurilingual mind may help in understanding language preferences and language attrition by the participants in this study.
- b) The DMM conceives the learner and the learning process from an ecological and holistic viewpoint in which the environment plays a crucial role. In spite of its psycholinguistic nature, the DMM acknowledges that the sociolinguistic perspective is also fundamental in order to study the learning process. The sociolinguistic context in which this study is embedded plays a crucial part in determining conceptions of languages and language choice, especially among PDOs who are attempting to integrate within a dominating society with languages other than the ones they commonly speak.
- c) The DMM conceives the learning process as dynamic, non-linear and complex. This view is in line with the Dynamic Plurilingual approach to languages adopted in this study where the learning process is conceived as on-going, dynamic and changeable.

I would add, to conclude, that the DMM provides this study with the psycholinguistic perspective necessary to understand what occurs within the plurilingual mind and how learning an AL affects individual linguistic systems and psychological and emotional systems in relation to pupils' PI.

I shall now turn to address the concept of multicompetence (Cook, 1991) which, in line with research detailed above, conceives languages as a compact system within the plurilingual mind and focuses on the changes involved when learning AL(s) from a societal standpoint (Aronin & Singleton, 2012).

3.2.3 Multicompetence

Cook (1991) adopts a holistic approach to languages which he conceives are all embedded within a system similarly to Herdina & Jessner (2002). Plurilingual speakers are conceived wholly through the languages they speak rather than separate languages. As stated by Aronin (2016), multicompetence responds to the “inevitable transformation of identities and social practices of language use and acquisition” (p. 189) that are taking place in the world today.

As suggested by Aronin (2016), adopting multicompetence implies valuing the abilities of bi- and multilinguals and their “complex and mutable identities” (p. 190). Therefore acknowledging their linguistic and social potential is acknowledged by focusing on the “emerging quality that appears from the use of two or more languages” (p. 195), and, so, their ability to function plurilingually.

The standing point in Cook’s (2008) research revolves around the changes undergone by individuals when they learn an AL. According to the author, the L2 speaker will never have the same knowledge of the L2 as a native speaker of that language, L2 speakers of their first language will never be the same as monolingual native speakers and, finally, L2 speakers think in different ways than monolinguals.

Cook refers to second language speakers as language users rather than language speakers. A language user uses the language(s) she knows for her specific needs irrespectively of the level she has, the focus being on what she does with her language (s) rather than what she (has) learnt.

Cook (2012) extended the notion of multicomptence to also comprise communities, therefore including the ability a community has of employing more than one language.

Through the plurilingual approach adopted in this study, I suggest EPs become EPLUs, since they use their languages in the classroom significantly as a support to learning an AL. In line with the ideas portrayed above, the focus resides on what individuals can actually do with their languages and how these can be used meaningfully.

In the next section, I will refer to Dominant Language Constellations (DLC) in relation to multicompetence (Aronin, 2016).

3.2.4 Dominant Language Constellations and Multicompetence

The language repertoire of an individual is defined by Aronin (2016) as the “sum of available language varieties or skills that an individual or group processes” (p. 191). A language repertoire differs from DLCs in that the latter refer to the constellation of one’s dominant languages, a group of one’s most important (vehicle languages), functioning as an entire unit, and enabling an individual to meet the needs in a multilingual environment (Aronin, 20016; Aronin & ‘O Laoire, 2004; Aronin & Singleton, 2012). This view is in line with Cenoz & Gorter (2011) who argue that speakers use their languages according to their communicative needs. Corona et al. (2013) suggest that these language repertoires are in constant change as individuals who learn languages for specific purposes (i.e. families who emmigrate to another country), may learn the language of the receiving country upon arrival but then stop and then learn another one which may be more practical (Bloomaert & Backus, 2011). This is the case of many families who arrive in Barcelona and start learning Catalan immediately, but then switch to Spanish as they believe it is more useful (Interview Vila April, 2016).

In this section, I will attempt to depict the connection between DLCs and multicompetence according to the relationship presented by Aronin (2016).

In the following table, I shall firstly indicate the points of similarity and difference:

Table 6. Multicompetence and DLC,

Source: Aronin (2016, p. 194).

Table 6. Multicompetence and DLC, Source: Aronin (2016, p. 194).

Concept or perspective	Related to	Emphasis applies to
Multicompetence	Ability and, as such, characteristics of the individual	Whole mind / cognition
DLC	Set of selected languages and skills	Selected languages

Whereas the focus of multicompetence is on the ability of the plurilingual speaker to function plurilingually, DLC refers to those selected languages that speaker resorts to in order to function plurilingually. It could be suggested that multicompetence is the ability plurilingual speakers have to act plurilingually due to, on the one hand, an underlying linguistic capacity

(Cummins, 1984) and, on the other, to the encouragement of their PI, because, according to the hypotheses postulated for this study, using pupils' DLCs in class encourages pupils' PI. This is supported by the fact, that whereas the languages that conform a DLC may shift, the ability, the multicompetence of the individual, remains. Therefore, and in Aronin's (2016) words "each particular DLC is a representative form of one's multicompetence" (p. 206).

The advantage of the DLC resides in that "the entire focus shifts from the investigation of separate languages to the exploration of their "constellations" (Aronin, 2016, p. 204) which is in accordance with Cook's definition of multicompetence stated above. Moreover, the languages that conform a DLC are specific to an individual "subserved by one and the same mind-brain and inevitably influencing each other in every possible way" (Aronin & Singleton, 2012, p. 64). Regardless of the languages which conform a DLC, which may be the same in different individuals, each language operates differently in each DLC, as "instead of one language, the language faculty is exercised in different languages" (Aronin et al. 2013).

Relevant to this study is the fact that DLCs are not only concerned with individuals, they may also apply to communities. Research developed by Singleton, Fishman, Aronin and Ó Laoire (2013) suggests that it is common to have a number of DLCs in a same country. It could be argued that analysing the language dynamics of specific groups of individuals through the lens of DLC could be beneficial for understanding their constellations. This may also have positive effects on their learning in a school setting and also at a societal level to help manage the linguistic diversity within a city, for example.

According to Aronin (2016), and based on a study developed by Aronin and O'Laoire in 2015 in Ireland and Israel, multilinguals reported to speaking 3 languages despite knowing many more. The crucial point, I would point to however, is deciding which languages conform each DLC. According to Aronin (2016), this depends primarily on the social environment. I would also add that a crucial factor in determining which languages conform each constellation, is the language capital 'ascribed' to each language (Bourdieu, 1986). Thus, the languages of the DLC of an individual or a community may shift over time and use (Creese & Blackledge, 2015b).

As referred to in 2.4.5, the language choice and perception of a given language by the participants of this study vary according to the degree of prestige this language may represent. This may contradict the languages which would naturally make up the DLC of an individual. The following extract produced by a pupil, collected during the SSI prior to the implementation of the study, exemplifies this idea:

P27: Researcher's diary

[negative attitudes towards languages - Family: motivation and attitudes towards learning languages]

P: a mi me gustaría solo saber castellano e inglés, las otras lenguas que sé no se hablan en ningún sitio y a veces me da vergüenza hablarlas, yo sólo las hablo en casa

A DLC approach to languages seems especially appropriate when viewing a DLCT such as the one concerning this study, as it facilitates the understanding of how the environment may determine a choice of languages. According to Aronin (2016), this entails, moreover, that multicompetence, despite its linguistic perspective, develops through human social settings.

In sum, exploring multicompetence through DLC may allow for more rigorous insight into how individuals may perceive their own languages. From the ecological approach to teaching and learning languages on which this study is based, it could be suggested that placing the focus on the learner and her perceptions and attitudes towards her own languages and on how she uses them and for what purposes could lead to defining how other languages (i.e. Catalan, Spanish and English) should be taught.

On a larger scale, a DLC approach could possibly allow for an assessment of the linguistic dynamics and vitality of a specific community which may entail, in the long run, a revision of the language policies undertaken by government which are often far from realistic.

I shall now turn to address Dynamic Bilingualism, a theoretical proposal for teaching and learning languages through a translanguaging approach.

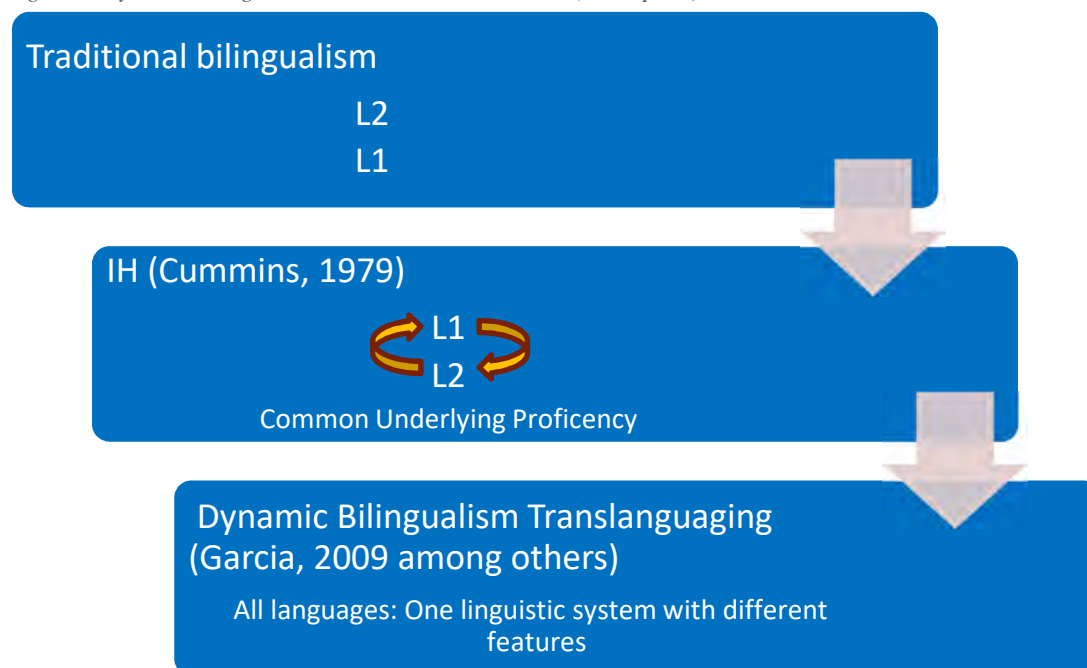
3.2.5 Dynamic Bilingualism: Translanguaging

Dynamic Bilingualism (García, 2009a) extends the notion of bilingualism by moving beyond the co-existence of the “two solitudes assumption” and suggesting that language practices of bilinguals are complex and interrelated (García & Wei, 2014).

The IH (Cummins, 1979) questions the existence of two separate language linguistic systems in the brain and argues that transfer occurs from one language to the other. By building on the IH, García (2009a), postulates that languages are part of one dynamic linguistic system that is characterized by including elements which are societally constructed and produce new language practices (García & Wei, 2014).

In order to explain how dynamic bilingualism has evolved from the more ‘traditional’ approach to bilingualism, I have added the following figure drawn from García & Wei (2014, p. 14) in order to clarify the concepts:

Figure 4. *Dynamic Bilingualism*. Source: García and Wei (2014, p. 14).



The salient feature of Dynamic Bilingualism is that individuals use all their language repertoire in order to adapt and connect to their contexts. As suggested by García (2009a), language use is constrained by societal forces, that is, fixed social linguistic norms which limit free language use. Following García, this is especially notorious in schools where curricular languages do not make room for other languages. Qualitative data collected during the data gathering period of the project confirm this fact. On the one hand, societal fixed norms of language use hinder and affect language choice of minority groups. On the other, at school, the three curricula languages, Catalan, Spanish and English are so powerful, not only as languages, but also by the treatment they receive by teachers, that they seem to aniquilate any other languages that pupils may wish to take into the classroom.

García (2009a) and García & Wei (2014) propose a translanguaging approach to bilingualism as it is “a way of capturing the expanded complex practices of speakers who could not avoid having had languages inscribed in their body, and yet live between different societal and semiotic contexts as they interact with a complex array of speakers” (2014, p.18).

3.2.5.1 *What is translanguaging?*

The concept of translanguaging was coined by Williams (1996) and comes from the Welsh *trawsiethu*. It involved pedagogical practices where pupils were asked to alternate languages for learning purposes. Though it was originally conceived as a pedagogical practice, Williams

was aware that translanguageing implied a cognitive process involving the different languages (Lewis, Jones & Baker, 2012).

Over the years, the concept has been broadened by many scholars (for example, Canagarajah, 2011; Creese & Blackledge, 2010; García, 2009a, 2011, 2014; García & Sylvan, 2011; Hornberger & Link, 2012; Wei, 2011) to refer to, on the one hand, the language practices of plurilingual individuals and communities and, on the other, to the pedagogical approaches which employ these plurilingual practices for pedagogical purposes (García & Wei, 2014). A recent publication by García and Wei (2017) provides a detailed account of how research in the field of translanguageing has evolved over the past years.

The view outlined above is especially pertinent to this study because the participants naturally translanguage, and the pedagogical approach here suggests a shift towards a more plurilingual approach based on translanguageing practices.

In accordance with García & Wei (2014), translanguageing takes the "language practices of bilingual people as the norm" p. 22) because translanguageing refers to the "new language practices that make visible the complexity of language exchanges among people with different histories" (p. 21).

As sustained by Canagarajah (2011), it could be argued that translanguageing is part of the ability of multicompetential ability (Cook, 1992). According to García & Wei (2014), multicompetence envisions the different languages within the multilingual mind, as an "eco-system of mutual independence" (p. 21). García (2009a) underlines the fact that a translanguageing approach to bilingualism asserts that "bilinguals have one linguistic repertoire from which they select features strategically to communicate effectively" (p. 45). This idea is significantly in line with Aronin and Singleton (2012) with regards to language repertoires and DLCs.

Canagarajah (2014) moreover, argues that a translanguageing approach to bilingualism or plurilingualism is largely defined from a cognitive perspective, thus, as speakers having a different type of cognitive competence.

A translanguageing approach to plurilingualism seems extremely appropriate for this study as it may entail:

- a) Affirming pupils' PI through the recognition and acknowledgement the languages pupils use and bring into the school.

- b) Encouraging translanguaging practices, that is, what pupils who use different languages, do naturally, on a daily basis.
- c) Making EPs aware of the plurilingual strategies they naturally employ, i.e. their translanguaging practices
- d) Converting EPs into EPLUs, that is, plurilingual speakers who are fully aware of the languages they use and employ translanguaging practices accordingly.

In accordance with the hypotheses postulated for this study, I would also suggest all of the above could affect both academic performance and investment.

On the other hand, translanguaging is also a pedagogical strategy used in class to promote plurilingual and communicative competences and language awareness (See the operational definition section for a detailed description of translanguaging as a pedagogical strategy). In this study, translanguaging is applied in an informed way through translation- TOLC (González Davies, 2014) and LITs (Cummins, 2001, 2009, 2015; Cummins & Early (2011)). In the pedagogical approach (4) I shall be referring to translanguaging, through the use of TOLC and LITs, as pedagogical strategies in greater detail.

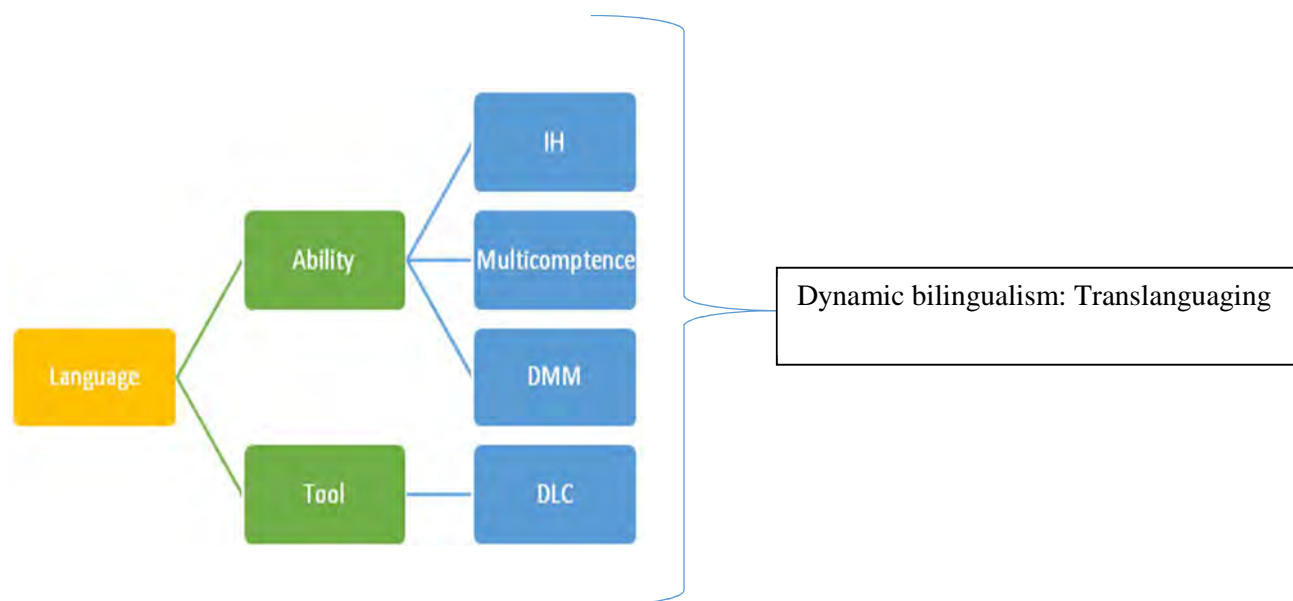
3.2.6 Language as a tool and as an ability

The abovementioned fields of research share and build upon the following premises:

As explained in the operational definition section (3.1) in this study language is regarded as an activity (Pennycook, 2011), a tool with which language users operate and relates to the functions of language, language as a context-specific instrument (Weiyun, 2010) used in the negotiation of identity and personal development (Aronin et al., 2013). This viewpoint is based on the idea that individuals use their languages for learning. In relation to the approach concerning this thesis, the emphasis is placed on how pupils use their own HL for learning ALs.

Language on the other hand, can also be viewed as an ability (Cook, 2003) understood as the capacity that plurilinguals, in this case, possess to function plurilingually; it refers to the human brain mechanisms and the neural processes underlying language comprehension. In the following figure, the abovementioned fields of research are classified according to this distinction.

Figure 5. Language as a tool and as an ability



The focus of multicompetence, the IH and the DMM refers to the ability the plurilingual individual has to operate in different languages. This ability belongs to each individual regardless of the languages she uses. IH focusses on the underlying competence common to all languages; multicompetence on the other hand describes the abilities of the plurilingual user and how the plurilingual brain differs from a monolingual one. Finally, the DMM suggests that within a plurilingual mind, languages form a complex dynamic linguistic system from which the different languages stem.

DLC, on the other hand, is related to language as a tool, the focus being on how the individual uses the languages that conform her DLC. What is relevant is the fact that the composition of the languages of the DLC may vary, but the ability the plurilingual user has to operate amongst different languages remains.

Finally, a translanguaging approach to plurilingualism suggests one sole linguistic system which produces different language practices. It encompasses the IH (Cummins, 1979), multicompetence (Cook, 1992), the language ability to translanguage (Canagarajah, 2011), as well as the DLCs (Aronin & Singleton, 2012).

3.2.7 Conclusions to this section

In this section I have describe how the languages of plurilingual speakers function within the plurilingual mind. This is the reason why I have titled this section Plurilingual Connections.

Firstly I have referred to the IH developed by Cummins (1984) in order to explain the Common Underlying Proficiency Model which establishes common skills that once developed in one language can be transferred to another. This model is at the basis of the theoretical premises developed in this study as it provides the grounds to understanding why previous language knowledge pupils take to the school setting is valuable and necessary.

Secondly, I have drawn from research developed by Herdina & Jessner (2002) in relation to the DMM. This model provides this study with the psycholinguistic perspective necessary to understand what occurs within the plurilingual mind: it conceives the plurilingual mind holistically which entails linguistic systems that are not static and which are invariably conditioned by external social factors.

I have then turned to define the concept of multicompetence (Cook, 1991), described as the coexistence of 2 or more languages in the mind. Relevant to this study is Cook's definition of language learners as language users, learners who have the ability to do things with the languages they know. In this respect DLC (Aronin, 2016; Aronin & 'O 'Laoire, 2004; Aronin & Singleton, 2012) relates to the functional languages within the plurilingual mind which function as an entire unit. While multicompetence focuses on the ability of the plurilingual user to employ different languages, the DLC focuses on the actual use of that ability.

Research developed by García (2009a) and García and Wei (2014) in relation to Dynamic Bilingualism and Translanguaging have provided the study with the theoretical foundations in relation to the pedagogical approach to languages teaching and learning.

I have finally referred to language from a dual perspective, as an ability as a tool as I argue it add coherence to the theoretical premises outlined above.

3.3 The Emergent Plurilingual

By drawing from research developed by García (2009b), García and Kleifgen (2010) in relation to EPs, Aronin & Singleton (2012) with regards to the language repertoire and DLC of the plurilingual learners, and emergency in language learning (Van Lier, 2004), I will firstly describe the characteristics of the EP learner.

Secondly, a general comparative analysis between language use in the Unites States of America and Europe from an ecological perspective will lead me to suggest that, for the purpose of this

study and in coherence with the context defined and the linguistic characteristics of the participants of the study, learners are considered EPss in the geographical context concerning this study. The ideas developed in this section moreover, are consistent with the data collected in the pre-project observation period (6.3) of this project.

I will finally focus on the prior knowledge of EPs in relation to their PI by focusing on research developed by Guasch (2010) and Cummins (2014) and suggest, in coherence with the hypothesis postulated for the study, that encouraging PI may lie at the core of successful learning in diverse environments such as the one concerning this study.

3.3.1 Who is an emergent bilingual?

García (2009b) and García and Klefgen (2010) refer to speakers of languages other than English in the USA context as emergent bilinguals who operate in two languages, Spanish (pupils' home language) and English (mainstream and school language) that co-exist.

Speakers of languages other than English are often termed 'Limited English Proficient Pupils-LEPs' or 'English Language Pupils' (García, 2009b), and, despite acquiring sufficient knowledge of English throughout the school system, neither their 'limitation' nor their 'acquired bilingualism' is recognised or acknowledged (Cummins, 2007; García & Kleifgen, 2010).

The term "emergent bilingual" was coined by García in 2009b as a response to the negative connotations embedded in the more common terms. According to García (2009b), emergent bilingualism refers to "the children's potential in developing their bilingualism; it does not suggest a limitation or a problem to those who speak English" (p. 322) as through school and through acquiring English children become bilingual, "able to continue to function in their home language as well as in English – their new language and that of the school" (García & Klefgen, 2010, p. 2).

Conceiving these pupils as emergent bilinguals suggests that they have a positive asset and an advantage in comparison to their monolingual peers. I would add, on the one hand, that conceiving the learner as an ecological whole, with valuable knowledge from which to learn, also entails positioning the emergent bilingual at the same linguistic level as a 'mainstream' monolingual, that is, regarding emergent bilinguals with equal valuable knowledge as monolinguals.

On the other hand, García (2009b) argues that these pupils are emergent bilinguals because they have the potential of becoming bilingual because, as stated by Little et al. (2010) “plurilingual competence is a consequence of our inbuilt language capacity” (p. 9). I would add that qualifying the bilingual learner as emergent implies that the learning undergone is an ongoing process, an activity towards emergence (Van Lier, 2004), the focus being placed on the optimal environment in which the learner should operate: an active, dynamic eco-system (Engeström, 2009) as detailed in section 2.2.1.3.

I would also like to point to the definition of the term bilingualism postulated by García (2009a), and her use of the term ‘function’. Collecting García’s notion of being bilingual, a speaker ‘functions’ in several languages when she is able to use her languages for purposes which are necessary for her (see operational definitions, section 2.1) very much in accordance with theories on bilingualism which focus on what the speaker can do with their languages (see Chin & Wigglesworth, 2006, for an extensive account on different kinds of bilingualism) and coherent with the ecological approach to AL learning postulated in this study.

3.3.2 The emergent bilingual- emergent plurilingual continuum

For the purpose of this study, I shall consider the participants in this study to be EPs because¹⁴:

- a) They use their own language(s) together with the languages they use at school and socially (Spanish, Catalan and English), i.e. more than three languages are always at play:
 - 78.5% of participants speak two languages at home other than the 3 school languages;
- b) Moreover, they continuously employ plurilingual strategies as plurilingual speakers are “well documented as handling this rich semiotic repertoire flexible, sometimes keeping the languages separate, at other times alternating them, mixing them or meshing them”.
(The Douglas Fir Group, 2016, p. 26)

The issue is that they are unaware of these practices. It seems that participants in this project do not value their knowing and using languages.¹⁵

¹⁴ Based on data collected during the observation period prior to the project development.

¹⁵ Based on data analysis of **SSI** developed prior to the project implementation.

I would suggest that converting plurilingual speakers into EPs would entail:

- a) Recognising what pupils already know and take into the school setting – therefore using their HL(s) may encourage their PI. This relates to Hypothesis 1 postulated for the study:

H (1) The use of HLs in the class affirms pupils' PI.

- b) Making them aware of their plurilingual assets by placing the focus on the process of learning as an activity and of conceiving the classroom as an affordance (Van Lier, 2010). Affirming pupils' PI through their own languages should also entail encouraging investment towards language learning which is related to Hypothesis 2 postulated for this study:

H (2) PI is relevant to investment in the ALC.

- c) Generating translanguaging spaces where learners learn to act plurilingually as speakers acquire and use their languages while engaging in language practices (Cenoz & Gorter, 2011) may also have effects on academic performance in English which is related to Hypothesis III postulated for this study:

H (3) PI affirmation in the ALC class effects academic performance in English.

Wiley and García (2016) state that “speakers do not speak named languages, but rather use their individual sets of lexical and structural features, their language repertoire” (p. 59). Following Aronin & Singleton (2012), I would suggest that an EP has a dynamic language repertoire from which she makes up her DLC and uses it accordingly. If her PI is encouraged through the languages she takes into the classroom, hopefully, this will be relevant to investment and will also affect academic performance in English.

3.3.3 The importance of prior knowledge

Research has demonstrated that non-recognition of the valuable knowledge pupils take to the school affects language loss and psychological well-being (Bartolome & Macedo, 1999; Carreira, 2004; Cho & Krashen, 1998; Cummins, 2007; Wright & Taylor, 1995).

In line with the conceptual model towards languages outlined in section (3.2.4) Multicompetence (Cook, 2003) and the DMM (Herdina & Jessner, 2002) stress that speakers of more than one language have dynamic interdependent language systems that create new structures that are not found in monolinguals.

Despite these findings, and as stated above, non-recognition, and compartmentalisation of languages are still common practices in many schools (Escobar & Unamuno, 2008; Guasch, 2010; Sugranyes & González Davies, 2014; Wilson, 2014). I would suggest, moreover, that a common practice for many plurilinguals is that they are asked to ‘act monolingually’ at school.

García and Kleifgen (2010) state that a school setting is effective when it “draws upon the full linguistic repertoire of all pupils, including language practices that are multiple and hybrid” (p.43). Supported by the above research, I would argue that EPs, have undeniable and valuable knowledge which, if used accordingly, could have very positive effects on language learning and awareness.

3.3.4 Conclusions to this section

In this section I have provided a definition of an EP based on research carried out by mainly by García (2009b) and García and Kleifgen (2010) in relation to their concept of emergent bilingual.

I have called for a shift towards a more plurilingual approach to the matter by adding meaning to the qualifier “emergent”. EPs are already plurilingual speakers who are unaware of their plurilingual characteristics /strategies/assets and have the potential of becoming aware of them. I would suggest that an approach focussed on emergency gives importance to the process of acquiring and becoming aware of the strategies implicit within the learning process.

3.4 Identity and the dynamics of language

In the following section I will explore how the identity of EPs is relevant to AL learning. Based on an ecological and sociocultural perspective, I will focus mainly on research developed by Aronin and O’Laoire (2004); Aronin and Singleton (2012), Cummins (2001, 2014) and Norton (2013, 2014a/b), who suggest that identity is what integrates the language learner and the language learning context. The constructs of power, academic achievement and investment will also help conform the specific identity of the EP.

Firstly, I will discuss the following aspects which conform the identity of the plurilingual individual: identity as a negotiation act (Byram, 2006; Cummins, 2001), the dynamism of identity and identity inscriptions (Block, 2013; Byram, 2006; Thorborrow, 2004), and context-

dependency and group pertinence (Bastardas-Boada, 2014; Keith & Pile, 1993; Norton & Toohey, 2011).

Secondly, I will draw on the notion of multilinguality in order to relate language to identity (Aronin & O'Laoire, 2004). Multilinguality refers to the identity of users and knowers of several languages and includes everything that 'causes and comes' with these languages (Aronin, 2016). I will be referring to the identity of EPS as their PI as I suggest it is coherent with the plurilingual approach I have adopted in this study, and argue that it encompasses an integrated and holistic approach towards languages, language learning and the language learner much in the line of Aronin and Singleton (2012). I will then relate PI to the hypotheses postulated for this study and suggest how PI is made visible within the classroom setting.

Thirdly, I will focus on power, academic achievement and investment in relation to the identity of the heritage language speaker, following research developed by Cummins (2014), Norton (2010) and Norton & Toohey (2011).

3.4.1 The identity of the Emergent Plurilingual and additional language learning

The diversity of languages within society implies that multiple identities are "reconfigured, recovered and rejected" (Riley, 2010, p. 376). As stated by Aronin, Laoire and Singleton (2011), the study of identities goes hand in hand with the "background of a myriad of language repertoire configurations and patters of language use" (p. 171).

The study of the relevance of identity to AL learning is relatively recent and it is only in the past 20 years that the powerful relationship between identity and language learning has come to light (Norton & Toohey, 2011). Block (2013) suggests three reasons to what Riley (2010, p. 376) calls 'identity rush': firstly, the potential benefits of integrating a more psychological angle into research into identity and language learning; secondly, the importance of understanding the relationship between agency and the social structures in language and identity research; and finally, the benefits of including a socioeconomic stratification in research which primes identity politics over material conditions of life.

I would also argue that interest in identity and language learning has emerged alongside an approach to teaching and learning languages, which places the learner in context (Lantolf & Pavlenko, 2001; Van Lier, 2007). Learners are thus seen as "differentially-positioned members of social and historical collectivities" (Norton & Toohey, 2011, p. 419).

Norton (2013) suggests that identity has now become a priority because Second Language Acquisition (SLA) theorists have unsuccessfully tried to theorise the relationship between the language learner and the environment in which she is placed. Identity integrates the language learner and her context; it develops in a social context (Cummins, 2001) much in line with the ecological and socially-culturally constructed framework on which this study is based.

As reviewed by Norton & Toohey (2011), research into how identity may condition language learning is relatively scarce due to the difficulty in determining what identity is, viewed from the authors perspective as “multiple, changing, and a site of struggle” (p. 414). On the other hand, precisely because of the ‘looseness’ of the construct, it is quantitatively complex to research and studies concerning identity are considered less rigorous.

Byram (2006) states that language is central to defining identity because languages are ways of expressing and recognising the many social identities people have. According to Joseph (2006) and Warschauer (2000), language is in fact the source of identity interpretation of others by others, the main site of identity construction, of negotiation (Crawshaw, Callen & Tusting, 2001).

Thus, learners may construct their identity through their languages; emergent plurilinguals negotiate their identities in relation to their DLC and to their environment. Since a DLC approach to the plurilingual mind demonstrates how each plurilingual individual is unique, Aronin (2016) argues that this view contributes to the awareness of the identity of each individual. These identities moreover, are co-constructed and contextualised as speakers build connections with multiple languages and cultures (Corona et al., 2013; Val & Vinogradova, 2010).

According to Byram (2006), identity is a negotiation act between the individual and the environment ; it is a negotiation and renegotiation of our sense of self in relation to the social world (Norton, 2013; Thornborrow, 2004) and these negotiations are strongly influenced by social and cultural factors (Cummins, 2001). Thus, identity is socially constructed (Creese & Blackledge, 2015a; Riley, 2007) and emerges through social interaction (Jørgensen, 2008; Riley, 2007).

Identity is dynamic, it changes depending on the goals and situations the individual encounters and it is a never-ending process (Norton, 2013). Van Lier (2007) and Crawshaw et al. (2001) add that the development of identity is multisensory and that all the elements of the negotiation

act (ethnicity, gender, class, etc.) should be taken into account when analysing the effects the individual has on the environment and vice versa.

According to Block (2013) these elements are ‘identity inscriptions’; pieces of an identity puzzle which, in line with the ecological approach defended in this study, should not be studied in isolation. This view is also shared by Bastardas-Boada (2012), who suggests that the cognitive-emotive characteristics of different situations will also condition the identity of the individual.

Identity is context-dependant and context-producing (Keith and Pile, 1993; Norton and Toohey, 2011) and it is a shared process. The feeling of belonging to a group constructs identity as it is a “meaningful representation of the reality self-constructed by the individual in their context of group relation” (Bastardas-Boada, 2012, p. 21), as individuals align themselves with a group, communities and or / sets of interests, values, beliefs and practices (Ivanic, 1998).

Cummins (2001) argues that interactions between teachers and pupils always entail a process of negotiating identities, of affirming who pupils are and “recognising the agency of culturally diverse pupils and communities” (preface VIII). The development of dual (or plural) language identities depends ‘on the degree to which heritage speakers are able to find coherence and continuity in multiple discursive worlds’ (Val & Vinogradova, 2010) and also on whether EPs are able to develop hybrid situated identities (Weiyun, 2006,) within the dominant, receiving culture.

As suggested by Aronin and Singleton (2012), the common term “linguistic identity” or “ethnolinguistic identity” identifies speakers as belonging to a specific group or community and to the languages spoken in that community and refers to “societal belonging and (...) group commonalities rather than strictly individual characteristics” (p. 79).

The ecological approach adopted in this study suggests conceiving the classroom setting as a plurilingual and holistic whole which implies considering and recognising the different individualities that compose it. I would argue, in accordance with the authors, that each individual has her own identity forged by the languages she uses and her relationship with the environment through these languages. Qualitative data extracted during the development of the project seem to certify this fact. As evidence collected in the **RD** shows, during the process of grouping pupils according to the languages they used, it was soon made explicit that each individual had her own relationship with the language she used:

P27: Researcher's diary

[positive attitude towards languages - Family: motivation and attitudes towards learning languages]

Pupil X has only ever read the Koran in Arabic, he has not acknowledged that reading what his peer has written is also Arabic and he can also read it. When he reads his peers writing he moves his body as if he was reading the Koran.

This pupils' reading skills had never been acknowledged and he was unaware of what he could actually 'do' with the language(s) he knew. His peer, who also used Arabic on a daily basis, read naturally in Arabic and had a different relationship with Arabic than her Moroccan peer. I would suggest their linguistic experience was different despite the fact that the languages that composed their DLC were the same. Therefore, each identity of each individual should, I would argue, be treated as such by valuing each linguistic experience and recognising what each pupil brings to the classroom as the languages that conform each individual's DLC.

3.4.2 Multilinguality and Plurilingual Identity

Multilinguality is a term coined by Aronin and Ó Laoire (2004) which incorporates all the dimensions of the individual: it emerges from linguistic behaviour. It is originally defined as:

A personal characteristic that can be described as an individual store of languages at any level of proficiency including partial competence – incomplete fluency as well as metalinguistic awareness, learning strategies, opinions and preferences and passive or active knowledge of languages, language use and language learning / acquisition (Aronin & Ó Laoire, 2004, pp.17-18).

Aronin and Singleton (2012) suggest that multilinguality refers to the particular identity each individual has, defined by her languages, as the linguistic component plays a crucial role in shaping identity. In line with this, Tabouret-Keller states that "the language spoken by somebody and her identity are inseparable" (as cited in Aronin & Singleton, 2012, p.79). It is psychological and sociolinguistic notion which envelops everything that results from using and learning several languages (Aronin, 2016). Multilinguality is then revealed through the physical, cognitive, cultural and social characteristics of an individual (Aronin & Ó Laoire, 2004).

The concept of multilinguality is pertinent to this study because it is in line with the ecological and integrated perspective defended here and refers to the linguistic experience of each individual from a holistic approach by conceiving her identity through the languages she uses and her relationship with the environment.

I would also argue that instead of referring to the identity of the EP as her multilinguality, a plurilingual approach to languages and language learning implies that learners are plural and integrated, so therefore referring to their identity as their PI seems more coherent with the approach adopted.

PI, therefore, is seen as a whole within a milieu that influences language learning and use (Aronin, 2016) and recognises the “cumulative effects on a person of emotional, psychological and linguistic aspects” (Aronin & Singleton, 2012, p. 80).

I would suggest PI refers to what learners do with their own languages rather than who they are in relation to their languages (more in line with an ethnic approach to language identity referred to above), in line with García and Kleifgen’s (2010) definition of EPs adopted for this study.

Bearing in mind the research I have referred to, I will define the identity of EPs as a complex negotiating process between the learner and her environment. The identity of an EP is context-based, plural and dynamic and is portrayed through the languages the EP uses. Her identity is what she brings into the classroom. I would suggest that the notion of PI encompasses all of the above.

In this study I argue that PI is relevant to AL learning and that it can be encouraged through HL use. I suggest that if PI is encouraged and affirmed in the ALC, it may affect investment towards learning languages and ultimately academic performance.

The present study aims to investigate whether a plurilingual and integrated approach to AL teaching and learning by explicitly encouraging and affirming learner’s PI through the different languages learners speak may affect investment and academic performance.

I also argue, however, that for PI to be encouraged the following constructs detailed below must also be taken into consideration.

3.4.3 Power, academic achievement, investment and identity

I shall now turn to discuss power relations, academic achievement and investment in relation to the PI of EPs. Conclusions drawn from recent research (Cummins, 2014b); Norton, 2013; Sugranyes & González Davies, 2014 among others) seem to suggest that these three constructs condition PI in relation to AL learning.

3.4.3.1 Coercive and collaborative relations of power

Power can be defined as the ‘socially constructed relations among individuals, institutions and communities through which symbolic and material resources in society are produced, distributed and validated’ (Norton, 2013). Power occurs at all levels of society: both at macro institutional and at much more micro levels, through everyday interaction; and interaction, inevitably, implies the use of language. According to Norton, SLA theories have not yet explored how power may have affect AL learning.

As asserted by Van Lier (2007), the development of identity depends chiefly on the societal power relationships established among individuals and society mentioned above; individuals have to constantly find different ways to relate to their environment, and shape their identity accordingly.

Cummins’s (2001) coercive and collaborative relations of power which condition identity seem to be extremely relevant to this study, as they determine how pupils conceive their own languages and cultural background. Coercive relations of power refer to the power developed by a dominant group over a subordinated group and are reflected through language dynamics and use of individuals / societies. In a context such as the one concerning this study, coercive relations of power are established when pupils are not allowed to speak in their own HL at school. Collaborative relations of power on the other hand, are based on the assumption that power can be generated among groups. Participants in the relationship among groups are “empowered through their collaboration such that each is more affirmed in her identity and has a greater sense of efficacy to create changed in his or her life or social situations” (Cummins & Early, 2011, p. 16). The plurilingual approach suggested in this study as the framework for encouraging identity is based on collaborative relations of power among pupils, teachers and the school environment.

According to Aronin et al. (2013), language nominations are instrumental in negotiating individual identity. Pupils either link themselves with a language which is important to them in some way, or assimilate to the language of the community language and think of themselves as native speakers of that language. I would suggest this is due, again, to the relations of power established within the school or society.

3.4.3.2 *Academic achievement and identity*

According to Cummins (2014b), identity discouragement can have negative effects on learning in general. Learners immediately start from a disadvantage and feel that what they can bring into the learning environment is not relevant or important. Devaluation of identities convinces many learners that academic effort is worthless (Cummins, 2001).

A one-language policy (whether implicit in the classroom despite a plurilingual commitment towards languages) denies pupils opportunities to integrate and build upon their HLs and identities as school contexts can become sites of institutional denigration of pupils' identity when language hierarchies are reinforced and existing identities are subordinated (Leeman et al., 2011).

According to the above, the possibility of academic success of these pupils is very limited. This is confirmed by data from the follow-up initiatives provided by the school used in this study, in relation to academic achievement of pupils who enter secondary education: only 10% of the school's alumni actually complete secondary education and only 2% go to university (School data, 2014).

In order to reverse this situation, much research has been carried out which aims to make use of the valuable knowledge that learners with the above mentioned characteristics bring into the classroom, in order to promote their identity and thus hopefully neutralise negative academic results (Conteh & Meier, 2014; Cummins, 2005, 2011, 2014a; Cummins & Early, 2015; García & Wei, 2014; Gebhard, Chen & Britton, 2014; Haneda, 2014; Manyak, 2004; Sugranyes & González Davies, 2014). Identity affirmation based on the recognition of the cultural background pupils bring into the classroom, has a possible effect on influencing academic achievement (Cummins, 2005, 2007, 2014b; Gebhard et al. 2014; Little, 2016). If pupils' prior knowledge is activated, it increases their engagement and enables them to function at an intellectually and linguistically higher levels (Cummins, 2001; Sugranyes & González Davies, 2014). Cummins (2015) extends this idea by suggesting that PDOs will engage actively with literacy only to the extent that such engagement is identity-affirming.

Encouraging identity entails making use of pupils' identity, making it visible and recognising it as a valuable tool for learning: making use of HL(s) at school affirms the migrant pupils' identity and helps to counteract any tendency to stigmatise him or her for membership of a group that is perceived as being linguistically inferior (Little, 2010). Affirming identity also

involves connecting the curriculum to pupils' lives (see Cummins & Early, 2011; Hélot, Sneddon and Daly 2014 for examples) as identities are “infused or sedimented into literacy practices” (Cummins & Early, 2011, p. 9) and communicating high expectations to pupils regarding their ability to succeed academically and support them in meeting these academic fields through identities of competence (Cummins, 2014a; Manyak, 2004). Barnes (1976) refers to the knowledge pupils bring into the classroom as ‘action knowledge’. The key to academic success is how the teacher is able to exploit this action knowledge so that ‘school’ knowledge can build upon what the pupils already know.

The school therefore, should call for linguistic, cultural and ethnic inclusivity (Little, 2016), drawing on all pupils' daily language practices by using their DLC, as social engagement depends on the willingness of both parts (Conteh & Meier, 2014). By doing this, pupils are being dignified as plurilingual beings and identity construction is supported (Reyes & Vallone, 2007).

I strongly believe that using pupils' HL(s) and thereby encouraging a plurilingual approach to languages should encourage pupils' identity. The focus here is not on how learners have learnt their HL but on providing pupils with strategies to make them use their language(s) significantly for learning, and make them realise the benefits of such an approach. This is supported by research concerning language maintenance as a key to a strong sense of identity (Edwards, 1994; Joseph, 2006).

Research on the relationship between HL fluency and identity is based on the -either or- approach. In this approach, pupils either maintain their HL and therefore have a strong identity, or they do not and they adapt to the mainstream and assimilate the dominant culture (Cho, 2000). Other studies however, claim that it is possible to have a strong sense of identity, but not know the language (Val & Vinogradova, 2010). I would suggest that this view is based on a monolingual, native-based reference model of language teaching and learning (referred to in section 2.5.1). García (1985) suggests a positive relation between fluency in HL and identity. Other studies reveal however, that being competent in English rather than the HL is indicative of higher identity (Schnittker, 2002). I would suggest that precisely because identity is context-dependent (Van Lier, 2007 among others), it depends mainly on the societal relations of power established (Cummins, 2001) in the school context. If there is a coercive relation, learners will obviously feel that the more English (or Catalan), they learn, the better. Whereas if a collaborative relationship is established among pupils, teachers and the school environment,

the learner's PI will be encouraged as their HL will be recognised and be conceived as useful and as added value towards knowledge generation.

3.4.3.3 Motivation, investment and identity

As stated by Macaro (2003) motivation is a very complex construct. It has very loose boundaries and it seems to intersect with many variables in language learning.

Extensive research has been carried out in order to try and define motivation, to classify different types of motivation and perhaps more importantly to understand to what extent motivation affects second language learning. Within the framework of this study, the attempt is to redefine motivation in relation to AL learning, based on an ecological and sociocultural perspective.

Motivation provides the “primary impetus to initiate learning the AL and later the driving force to sustain the long and often tedious learning process; indeed all other factors involved in second language acquisition presuppose motivation to some extent” (Dörnyei, 1998, p. 214). Skehan (1990) claims that motivation is the second most important individual difference, after aptitude, in determining whether an individual will be successful at learning a language.

Gardner (1985) introduced the notion of orientation in relation to motivation. Here pupils are classified as integratively orientated or instrumentally orientated. Instrumental motivation involves motivation for learning a second (or additional) language linked to its usefulness to their careers, making them better educated, etc. Pupils classified as integratively motivated are those whose desire to learn a second language is linked to wanting to meet members of the target community for social reasons.

This dichotomy seems very relevant to this study as it is possible that many, if not all of the participants, need to learn ALs in order to feel part of the community for social reasons. Finally, an increased interest in the self and in identity has led to a reconceptualization of motivation which might also be of relevance to the current study (Ushidioda & Dörnyei, 2009).

Investment sees pupils as situated pupils (Lave & Wenger, 1991) and as having complex identities. The study carried out by Castillo Zaragoza (2011) demonstrated that motives given by the participants to learn several languages were related to their complex identities and, as stated above, identities are context-based.

Investment, according to Norton (2013), seeks to make a meaningful connection between a learner's desire and commitment to learn a language (i.e. motivation), and the language practices of the classroom or community. The construct seeks to complement the fact that theories on motivation do not do justice to all learners' profiles. According to Norton & Toohey (2011), studies are not concerned with societal power relations (Cummins, 2001) between language pupils and target language speakers. Learners may be motivated to learn the school language but if coercive societal relationships are established in the school environment, it will be very difficult for the learner to overcome them and learn. Collaborative societal relationships on the other hand, should favour learners to be motivated to learn. Therefore, it could be argued that whereas Gardner's motivation dichotomy does take into account the different motives for learning languages, it does not conceive the environment in which the learner is placed as a conditioning factor contributing towards this motivation. Norton (2010) argues moreover, that investment and identity together signal the socially and historically constructed relationship of pupils to the target language and their sometimes ambivalent desire to learn and practice it. On the other hand, investment is conceived from within a sociological qualitative framework which aims to understand the relationship between the changing identity of the learner, her desire to learn the language and the relations of power established within a specific context (Norton, 2014a).

Finally, as stated by Pavlenko (2002), "investment is also sensitive to the fact that different pupils invest selectively in different skills" (p. 297). This seems especially relevant to this study as participants have different skills in different language. As collected in the qualitative data in the **FFG**:

P18: FFG_7

[language identity - Family: plurilingual identity] [motivation towards the use of TOLC in the AL

R: És més fàcil traduir a l'urdu o al català o el castellà?

MAN: En urdu

R: Per què?

AR: Perquè sabem més el nostre idioma

Within the context of this study, investment seems an ideal construct: pupils in the study might be motivated to learn English, or Catalan, but they have little investment in the language practices of the school or the community.

Therefore it could be concluded from the above that the following constructs are relevant to this study for the following reasons:

- a) Power relationships are a determining factor in the identity of the learner (Cummins, 2001; Norton, 2013).
- b) Research indicates that there is a direct connection between identity affirmation and academic achievement (Cummins, 2001, 2014, 2015; Wortham, 2006). Few initiatives have appeared which encourage identity development in the ALC (Taylor, Busse, Gagova, Marsden & Roosken, 2013)
- c) Identity is intrinsically related to investment (Norton, 2013) and a key construct in understanding the motives pupils have to learn within a specific environment.

3.4.4 Conclusions to this section

In this section I have explored the ways in which identity is relevant to AL learning by EPs.

A comprehensive analysis of the research relating identity to AL learning by EPs has helped me to establish a definition of identity which I believe is coherent with this study: PI involves conceiving identity as plural, dynamic, and context-based and is expressed through the languages pupils use.

I have also referred to the importance of power relations, which seem to determine identity and ultimately learning and I have suggested that a plurilingual approach to languages is embedded within collaborative relations of power.

I have also considered how identity can be seen as a construct which may determine academic achievement and investment in learning languages through the use of pupils' heritage languages.

In sum, an analysis of these three constructs in relation to the identity of emergent plurilinguals, their PI: power, academic achievement and investment should hopefully shed light on whether encouraging the identity of EPs through the use of pupils' HL(s), and thereby establishing collaborative power relations, may have positive effects on academic achievement and investment in learning languages.

The final section of this chapter refers to Efficient Plurilingual Language Users (EPLUs). I will argue that emergent plurilinguals have the potential of becoming EPLUs if their PI is encouraged and collaborative relations of power are established within the school setting.

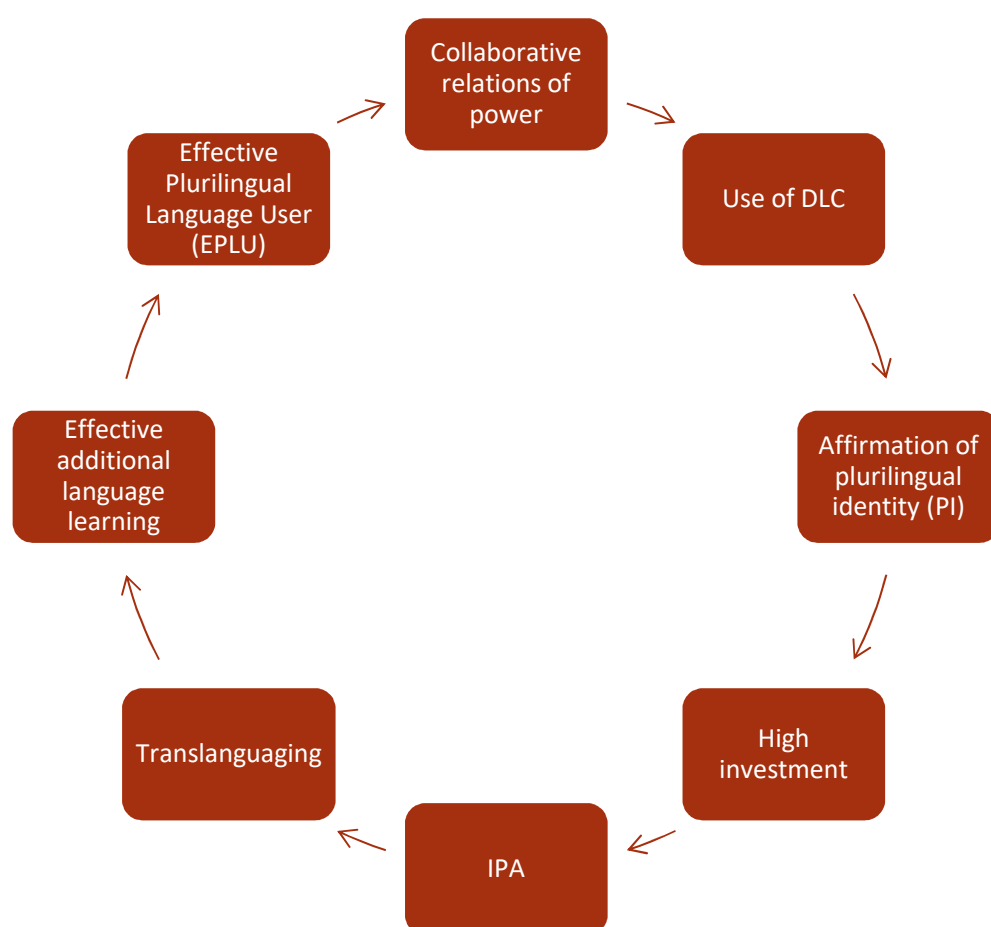
3.5 From Emergent Plurilinguals to the Efficient Plurilingual Language User

3.5.1 The Efficient Plurilingual Language User

The ideas derived from the analysis of the different fields of research I have addressed in the previous sections which conform the theoretical framework of this thesis have led me to suggest that participants in this study which I have described as EPs (see 3.3) have the potential of becoming EPLUs in coherence with the hypotheses postulated for this thesis. I argue that EP can develop their plurilingual communicative competence in their path to become plurilingual language users.

In an attempt to describe who an EPLU is, I shall start by referring to the following figure which portrays the conditioning constructs which are necessary for the development of an EPLU:

Figure 6. The Efficient Plurilingual Language User



An EPLU operates in environments characterised by collaborative relations of power (Cummins, 2001). Within the context of such relations, the active use of her DLC for learning is promoted and encouraged as collaborative relations of power are characterised by empowering pupils to negotiate their identities through their own HLs and for generating communities of practice where learning develops through language use and language awareness.

In coherence with Hypothesis I postulated for this thesis: The use of HL(s) in the class affirms pupils' PI, I suggest that PI is affirmed through the active use of HLs for learning purposes as for the purpose of this study, PI is described broadly as 'everything the pupils takes to the classroom' (for a fuller account of the term, see 3.4.1).

Hypothesis 2 states that PI is relevant to investment. As referred to in section 3.4.3.3, investment towards language learning involves not only the motivation an individual has to learn an AL (integrated and/ or instrumentally oriented) but also the environment in which learning occurs. Collaborative relations of power facilitate and encourage learning and investment towards learning ALs.

I would argue that pupils' investment in learning languages entails an active and strategic use of their plurilingual strategies for learning. As stated above, according to research, language learning is effective if pupils use the language and if they are aware of the procedures involved in the learning process and are able to reflect upon them. Within an IPA approach, translanguageing is used strategically for learning and pupils are able to reflect upon their translanguageing practices and become aware of them.

As argued in section 3.3, I refer to the participants in this study as emergent plurilinguals because they are unaware of their translanguageing abilities and practices. In coherence with Hypothesis 3 postulated for this study: PI affirmation in the ALC affects academic performance in English, I would suggest that making pupils aware of their translanguageing abilities and using them significantly and strategically in a classroom setting should affect academic performance in the AL and in any language.

Efficient plurilingual language users therefore are:

- ✓ *Efficient* because they know when, how and in what way they should use and refer to their own HL(s) through their DLCs for learning English.

- ✓ *Plurilingual* because they are able to use a variety of languages for their own communicative needs and purposes and are aware of the translanguaging practices involved.
- ✓ *Language users* as they are aware that using their own languages to learn AL(s) re-affirms their PI as plurilingual individuals.

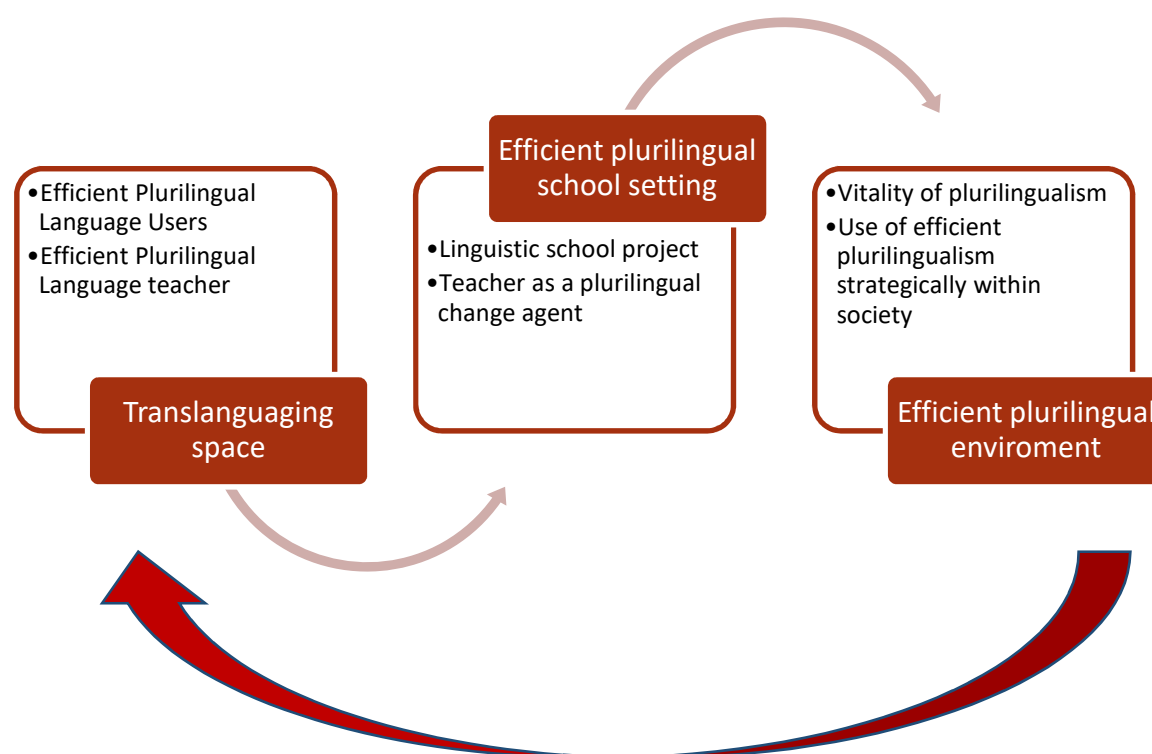
Finally, I would also suggest EPLU(s) contribute to the generation of collaborative relations of power throughout the school setting therefore working towards more effective teaching and learning practices.

3.5.2 The Efficient Plurilingual Cycle

As stated in 2.1, I claim that boundaries between the school setting and the environment should gradually, at least symbolically, fade away as both setting could greatly benefit from each other.

Within this framework, I would like to suggest the following cycle:

Figure 7. The Efficient Plurilingual Cycle



As stated in the previous section, I argue that EPLU(s) could greatly contribute towards a more plurilingual school setting where languages and language diversity are not only respected but also regarded as beneficial and as useful learning tools. Research developed in relation to the encouragement of PI through the use of pupils' HL(s) and its effects on learning and pupils' wellbeing sheds light onto regarding PDO as an advantage within a school rather than an impediment.

From the teacher's perspective, adopting a plurilingual approach towards teaching and learning languages involves becoming an EPLU herself who is aware and knows when and how translanguaging practices can be used in an informed manner to promote efficient learning. On the other hand, conceiving teachers as change agents who have the capacity of promoting change within a school setting is the first step towards contributing towards a more plurilingual environment in schools (Erhart, Hélot & Le Nevez, 2010). Projects such "The design and experimentation of a didactic model to promote plurilingual competence in the teaching and learning of foreign languages" (ref. EDU2012-38452, PI: Dr Olga Esteve) or "An Exploratory Study of the Integrating Plurilingual Approach in educational centres as an orientative model for the learning of additional languages" (ref. FFI2015-6374R, PI: Dr Maria González Davies) are now working in this direction.

Pulling down boundaries between what occurs at schools and in the surrounding environment would also be mutually beneficial because acknowledging language practices of pupils both within and outside the school setting should facilitate understanding into how these pupils should be taught as EPLUs contribute to the overall efficient plurilingual environment in the school and promote collaborative relations of power within formal and informal contexts. Consequently, monolingual prejudices and barriers could develop into more plural conceptions of pupils, school and environments.

3.5.3 Conclusions to this section

In this section I have suggested that EPs have the potential of becoming EPLUs. EPLUs are defined as plurilingual speakers who translanguage strategically and are aware of their plurilingual abilities. Moreover, they operate in collaborative relations of power which encourages their plurilingual identity.

EPLUs, I argue have the capacity of contributing towards an Efficient Plurilingual Cycle, a continuum from the pupils to the teacher, to the classroom, the school setting and to the environment and vice versa as a possible contribution towards a more plural society.

3.6 Conclusions to this chapter

This chapter has provided the study with the theoretical framework to the study which I suggest stems from 3 different but converging fields of research: Plurilingual Connections, The EP and Identity and the Dynamics of Language. Before addressing these areas of study I have centred the first section of this chapter on defining the key concepts that construct the theoretical grounds of the study.

Secondly, I have referred to the section Plurilingual Connections. This section is concerned with how languages function within the plurilingual mind. I have presented and analysed the different theoretical standing point from which this study stems in accordance with the hypothesis formulated for this study: The Interdependence Hypothesis, The Dynamic Model of Multilingual, Multicompetence, Dominant Language Constellations, Dynamic Bilingualism and Translanguaging and have finally suggesting envisaging language as both a tool and as an ability.

I have then turned to define the EP by focussing on the emergent bilingual-plurilingual continuum and focussing on the importance of prior knowledge EPs take to the ALC.

Thirdly, I have defined the identity of the EP as PI based on the term multilinguality coined by Aronin & O'Laoire (2004). Based on the belief that encouraging identity is crucial towards academic success, I have referred to the following constructs which condition identity affirmation: power and investment.

Finally, I have suggested that the EP has the potential of becoming an EPLU defined as the plurilingual speaker who has the ability to translanguage strategically and is aware of her plurilingual abilities. EPLUs moreover, may contribute towards a more plural society by being part of an Efficient Plurilingual Cycle where plurilingual competences are promoted at all levels.

4 THE PEDAGOGICAL APPROACH: DYNAMIC PLURILINGUAL EDUCATION

This chapter addresses the pedagogical framework for this study and it is divided in two sections. Firstly, I will define an ecological approach to additional language (AL) learning. I will suggest why I consider it may be an appropriate pedagogical framework for this study as this approach is consistent with the socio-cultural perspectives on language learning which suggest that learning is a socially situated act and that knowledge is built through interaction (Firth & Wagner, 1997; Lantolf, 2000; Vygotsky, 1985). Underpinning this approach is the fact that “language is the locus of social organisation, power and individual consciousness” (Pavlenko, 2002, p.282).

Secondly, I will lay out the pedagogical foundations for the didactic proposal adopted for this thesis, which is based on the Integrated Plurilingual Approach (IPA). This approach, designed, developed and tested by a group of teachers and researchers from different Catalan, Spanish and European universities is based on the project “Design and experimentation of a didactic model to promote plurilingual competences in teaching and learning foreign languages” (DEMODICOP) and financed by the Spanish Ministry of Economy and Competivity (EDU2012-38452). The second ongoing phase of this project “An Exploratory Study of the Integrating Plurilingual Approach in educational centres as an orientative model for the learning of additional languages” (EPILA), (ref. FFI2015-6374R) has also been financed by the Spanish Ministry of Economy and Competivity. These proposals argue for efficient language teaching and learning based on working towards plurilingual competences in order to develop communicative competences among pupils. I will refer to translanguageing as a pedagogical strategy and consider the additional language classroom (alc) a translanguageing space. Finally I will describe the translanguageing pedagogical strategies I have adopted in this study for highlighting heritage languages (HL(s)): Translation for Other Learning Contexts (TOLC) and Language Identity Texts (LITs).

4.1 An ecological approach to dynamic plurilingual language learning

In the following section, I shall be following research developed by Engeström (2009), Kramsch and Whiteside (2008), and Pavlenko (2000) and Van Lier (2000, 2004), in order to describe an ecological approach to AL learning.

Following Van Lier (2004), I will suggest that an ecological approach to Additional Language (AL) learning offers an umbrella construct under which sociocultural theory is embedded and I will draw on research namely developed by Lantolf and Thorne (2007), in an attempt to explain how an ecological approach to AL learning based on sociocultural theory may contribute to establish a pedagogical framework for this study.

The pedagogical framework I am describing leans on four equally important pillars:

- a) Language from an ecological post-structuralist perspective: Language as symbolic capital (Bourdieu, 1986; Pavlenko, 2000).
- b) The learning process and the learner as the key actors in the process: affordance, agency, emergence, investment and identity (Van Lier, 2004).
- c) The crucial role of the environment in which the learning process develops: situated learning (Lave & Wenger, 1991).
- d) The actual intervention: Formative interventions (Engeström, 2011).

Through the lens of these four pillars, I will suggest why I believe that this approach is coherent with the conceptual model of language learning proposed in this study. I will also justify why I consider it may be an appropriate approach in plurilingual settings like the one concerning this study in line with research developed by Conteh & Meier (2014).

4.1.1 What is an ecological approach to additional language learning?

The study of the relationships between language and the environment dates as far back as the 19th century by linguistics such as Sapir and Whorf. The term language ecology was first defined in 1972 by Einer Haugen as the study of interactions between any given language and its environment. Other works developed by Gibson (1979) in relation to visual perception, and Bateson (1973) based on an ecology of mind, also lie at the basis of a more ecological, context-based approach to learning languages.

According to Kramsch and Whiteside (2008), the ‘social-ecological turn’ in Second Language Acquisition (SLA) began in 1997 with Firth & Wagner’s revolutionary article “On discourse, communication, and (some) fundamental concepts in SLA research”. Its main point is that a social conception towards language learning is necessary because the learner cannot be conceived without the social environment in which she is placed. A few years earlier, Van Lier (1994) had also argued for a new field of educational linguistics which links language and education in situated learning contexts in line with Lave & Wenger (1991) in relation to situated learning. Pennycook (1990) argued for the “need to rethink language acquisition in its social, cultural and political context (...) as well as the notion of the subject as multiple and formed within different discourses” (p. 26). Current research also seems to call for a more ecological approach to AL learning (Conteh & Meier, 2014; Korthagen, 2010; Pennycook, 2011; Van Lier, 2010).

According to Van Lier (2004), an ecological approach to AL learning focuses on “language as relations between people and the world, and on language learning as ways of relating more effectively to people and the world” (p.5), that is, context defines language and is defined by it. This view is extended by the author in 2010 when he suggests that an ecological perspective focuses on the quality of learning opportunities, of classroom interaction and educational experience.

Within this ecologically holistic framework, dynamicity describes changes in the personal, situational and cultural reality (Kramsch & Steffensen, 2008). Conceiving the learning process as a dynamic process is at the basis of our proposal because the implications of dynamism towards learning stem from understanding the learning process as authentic, changeable and based on real needs of the learners. As postulated by Conteh & Meier (2014), seeing learning as ecological and pedagogy as dynamic means that nothing is inevitable or predetermined. I would add, therefore, that one of the premises for successful learning to occur, is that teachers and researchers get to know and understand the context in which they want learning to take place before actually intervening in that context. The project upon which this study is based was developed together with the learners after a 6 week observation period in order, precisely, to understand the ‘mechanism’ of the system subject to change.

As suggested by Kramsch and Whiteside (2007) and Steffensen (2007) this approach offers a broader perspective within which to explore how the cognitive, the emotional, the social, and

the cultural are produced and reproduced, as all occurrences in languages are interconnected, interdependent and interactional.

A crucial point is how an ecological approach to language learning may facilitate the encouragement of Plurilingual Identity (PI) in a school setting in line with the hypothesis postulated for this study. By conceiving the learner as a holistic whole, therefore taking into account her whole reality, both what she does in the school setting, and also what she brings to school setting, may help affirm the learner's PI.

4.1.2 Sociocultural theory from an ecological perspective

Based on the work of Vygotsky (1985), sociocultural theory is defined as an approach towards human sciences which aims to explain the relationships between mental functioning and the context in which this functioning occurs (Van Lier, 2004), and is based on Vygotsky's re-conception of psychology through the existence of higher-level cultural tools which act as mediators between the individual and the environment

According to Kramsch & Steffensen (2008), sociocultural theory describes how cognition takes place first socially and is then internalised in the psychological place in the form of inner speech in interaction with more capable peers as it describes the relation between thought, speech and context, a 'theory of mind'. This is also in line with research developed by Brown, Malmkjaer, & Williams (1996) who also suggest that language learning does not only take place in the learner's mind, it occurs in the interaction between the learner's mind and the social context.

As pointed out by Vygotsky (1985), learning occurs because, as the child gradually matures and is drawn into her own culture by people who care for her, she appropriates cultural forms of mediation which "create special forms of behaviour" (1985, p. 18). As asserted by Lantolf and Thorne (2007), the cognitive process implicit in the learning process is by no means negated, it is connected and embedded in the social processes involved. In their own words, "humans utilise existing cultural artifacts to create new ones that allow them to regulate their behavioural and biological activity and these developmental processes take place through participation in cultural, linguistic and historically formed settings" (p. X).

Mediation is of utmost importance in sociocultural theory and, according to Van Lier (2004), it occurs in three ways: by interaction with other, mediation with oneself, and mediation by artifacts.

Conceiving this study from a sociocultural perspective should entail placing the emphasis on how learners interact with others and, by doing so, develop their own language repertoire and therefore affirm their PI.

4.1.2.1 Language from an ecological perspective: Language as symbolic capital

Kramsch (2002) and Van Lier (2004), conceive language as patterns, and patterns of languages as systems. The learning process implies a system where focus is on the change within the system and among different systems. This view is also shared by Engeström (2009), who stresses that human learning takes place within ongoing changing activities. I would suggest that conceiving learning as a system should imply, therefore, taking into account all the elements that may condition the learning process which condition, construct and nurture one another.

Pertinent to this study is Pavlenko's (2000) poststructuralist approach to languages. Based on Vygotsky's theory on cognitive development, language socialisation and situated learning (Lave & Wenger, 1991), Pavlenko views language as a symbolic capital "as symbolic capital and as a site of identity construction and negotiation" (2000, p. 283), the place where identity is constructed. According to Pavlenko, languages are not equal "within the linguistic marketplace" (p. 87). This view derives from Bourdieu's view of language as symbolic capital (1991) where languages are conceived along a prestigious continuum depending on their 'social value'. This view seems especially relevant to this study as the different languages that make up the language repertoires of the participants in the study all represent different steps along the prestige continuum. As analysed from the qualitative data, many participants did not consider their HL(s) to be of any value. As stated by two pupils:

P27: Researcher's diary

[negative attitudes towards languages - Family: motivation and attitudes towards learning languages]

MU: Why should I learn how to write in Urdu if I only speak it at home and it is not important?'

P19: FFG_8

[negative attitudes towards languages - Family: motivation and attitudes towards learning languages]

YU: No, porque no me gusta hablar en árabe

Reconsidering the ‘symbolic capital’ of languages may also affect pupils’ investment towards learning, as by bringing languages into the classroom, the pre-established prestige awarded to a certain language may shift.

4.1.3 The learning process and the learner: affordance, agency and emergence

Here, learning is understood as the search for effective ways of dealing with the world and all of its meaning (Van Lier, 2010), and central to this learning is the learner’s social activity: the way in which the learner interacts -verbally and non-verbally- with other learners.

According to Vygotsky (1978), learning collaboratively in intentionally designed learning environments can stimulate developmental changes. Learning involves social interaction and may occur unexpectedly through project work or collaborative tasks (González Davies & Enríquez, 2016).

In accordance with Van Lier (2004), I will draw upon the following constructs which contribute towards an ecological environment for learning: agency, identity, affordance and emergence.

Investment and identity are the two key constructs upon which this study is based and broadly described in 3.4. In this section, the focus shall be placed on agency, affordance and emergence.

Firstly, agency occurs when a change of movement, state or direction (Van Lier, 2007) occurs in learning. According to Van Lier, autonomy and investments are all manifestations of a person’s agency; and the learning environment needs many of these agentive possibilities in order for learning to take place. I would claim that, in order for agency to be employed, learners should have to want to make choices because they conceive the learning process as their own; this view is supported by work developed by Allwright and Hanks (2009) who suggest that a curriculum based on promoting agency should make learners employ agency if they are offered the choices and opportunities for this. Formative interventions (Engeström, 2009) foster agency, and will be explained in further detail below.

As argued by Cummins, (2001, 2005) and Wortham (2006), this central status granted to the learner should entail conceiving this learner as a transformer of society, empowering the learner as a change agent. The identity of the learner is now brought into the classroom and is considered of foremost importance with regards to AL learning,

Activities which bring together cognitive and communicative processes are based on authentic situations, as ordinary practices of the culture (Brown, Collins & Duguid, 1989). They are

dynamic, interactive, and learner-centred. According to Van Lier (2010), effective learning occurs as the learner discovers effective ways of “dealing with the world and its meanings” (p. 246).

According to Gibson (1979), Van Lier (2000) and Varela, Thompson & Rosch (1991) affordances are the opportunities of negotiating with other learners and the learner’s willingness to engage in the activity.

Affordances are defined by Van Lier (2004) as the relationship between the learner and the environment and lie at the core of the ecological approach because, as suggested by the author, it is the environment itself which offers grounds for learning opportunities to take place.

Affordances are socially mediated (Gibson, 1979) and the environment to which the learner has access is full of demands, and requirements, and it is suggested that success of the activity will depend largely on the affordances it offers to the learner. I would agree that it is the environment that may offer opportunities to the learner, but it is also the quality of the environment which will determine these affordances. Within a coercive environment (Cummins, 2001), I would suggest that the possibilities of affordances are scarcer than in an environment which promotes collaborative relations of power and, therefore, foments learning practices which offer affordances. Based on the results in the project concerning this study, making pupils aware of the affordances the environment (here I refer to the school environment and also to the social and family environment) had to offer, was, key to successful learning, not only because it made learning more meaningful, but also because it made pupils realise how much they could really learn.

Translation used as a plurilingual strategy in a context such as the one described in the study can be an opportunity for pupils, but also families to perceive the affordances their environment has to offer them:

P14: FFG_3.

[parental encouragement - Family: motivation and attitudes towards learning languages]

T: I com ho vas fer per saber com es traduïen les coses al teu idioma?

IV: Li vaig preguntar als meus pares

I would also argue that the role of the teacher is in promoting and ‘pointing out’ these affordances. As pointed out by Van Lier (2000), the teacher should not deliver ‘input’ (Van Lier, 2000). Rather, the activities should be based on the needs and interests of the learners.

Language learning requires an active and perceiving agent who has a willingness to learn. (Van Lier, 2007).

Negotiation of meaning is “indicative of the processes of learning” (Van Lier, 2010, p. 247) as evidence of development in a new language is made explicit through “the changes in control over the new languages as a means of regulating the behaviour of the self and of others in carrying out goal-directed activity” (Lantolf & Thorne, 2007, p. 208).

At the core of the learning process, lies emergency understood as “what happens when relatively simple elements combine together to form a higher-order system” (Van Lier, 2004, p. 5); the new ‘concept’ being something new, not the addition of the parts. As stated by Lave and Wegner (1991), learning emerges from participation and interaction.

In relation to the study, I would suggest that emergence should occur when learners become aware of the valuable knowledge they bring into the classroom, their PI; and it should be an ongoing process which should have positive effects on investment and academic performance.

4.1.4 The importance of the learner’s environment

According to Kramsch and Steffensen (2008) language ecology defines context as a “personal-situational and sociocultural phenomena” (p. 18) where successful learning can only take place if it is contextualised, by taking into account the learner in her environment, situating her learning where it is most meaningful (Vygotsky, 1985).

I would suggest therefore that what is important is how the learner is positioned in her learning process more than what she is going to learn, because ultimately the how will determine, to great extent the what, the contents, she will learn. This view is sustained by Swain (2005) who suggests that the shift in focus from the what to the how, from the object to the activity, from the product to the process in order to offer society what society demands, implies a change in focus.

Lantolf and Thorne (2007) argue, moreover, that the most important forms of human cognitive activity develop through interaction within social and material environments and that learning is always an active engagement.

In line with this approach, and also relevant to the study, is situated learning, based on the findings by Lave and Wegner (1991) in relation to the needs of the environment, teachers and learners. The two main assumptions of situated learning are, firstly, that learning situations

should be authentic and, secondly, that learning involves interaction and collaboration and it is a function of the activity, context and culture in which it occurs (Lave, 1998). In situated learning contexts, learners become involved in a community of practice, characterised by certain traits and beliefs which must be acquired and which move from the periphery to the centre, helping the pupils evolve from ‘novices’ to ‘experts’, actively engaged in the newly acquired culture (Lave & Wenger, 1991). This seems especially relevant to the context of this study, since more often than not, learning is not situated and entails living on the outskirts of such a community of practice.

4.1.5 The classroom as an ecosystem

Within an ecological approach to AL learning, I would suggest that classrooms be conceived as dynamic ecosystems based on research developed by Engeström (2009), where all elements nurture each other and where the process of learning is seen as a whole, where local interactions are linked to wider socio-political ideologies.

Formative interventions (Engeström, 2009) are based on the assumption that “human learning takes place within and between complex, continuously changing activity systems” (p. 599). Formative interventions are based on Vygotsky’s principle of double stimulation whereby “the subject is put in a structured situation where a problem exists and the subject is provided with active guidance towards the reconstruction of a new means to the end of a solution to the problems” (Veer & Valsiner as cited in Engeström, 2011, p. 604). As described by Engeström (2009), formative interventions are characterised by the following points:

- (1) Problem-solving: the participants in the study are faced with a problem which is authentically related to their own life which they analyse and reflect upon.
- (2) Subject and contents subject to negotiation: how the intervention will develop is ultimately up to the participants.
- (3) The outcome of the intervention is agency: the aim of the intervention is to generate new concepts and to generate a sense of belonging towards the project on behalf of the participants so they conceive it as their own.
- (4) The researcher accompanies the process and provokes and sustains transformation. Key to this transformation is expansion, the aim being that expansive circles generate change among pupils and teachers. This is based on Vygotsky’s idea of a Zone of Proximal Development (ZPD) (1985) as a response to the need to be able to gauge the gap

between previous knowledge and new knowledge to be acquired. The ZPD is the difference between what a learner can do alone and what the learner can do through interacting with others plus what is known and the aims to be achieved.

A key element of formative interventions is that they are contextualised and part of the learner's life activities. They are also understood as a "purposeful action by a human agent to create change" (Midgley, 2000, p. 113). Change occurs as learning takes place.

These micro-systems can be seen as class laboratories, "laboratories of change" (Engeström, 2011) where transformations take place from a sociocultural viewpoint, where theories are put into practiced and tested (Lantolf & Poehner, 2014).

I would suggest that the intervention developed for this study complies with the main principles of formative intervention stated above. Participants were offered a problem-solving task which had to be negotiated. Negotiation resulted in agency employment, as pupils not only started to become aware of what they could contribute to the project but also started to feel that the project was theirs, they were in charge of what would happen to it. The teacher, on the other hand, accompanied the process and also became aware of the emergence that was occurring (and now this year is doing it all again).

4.1.6 Why is an ecological and situated approach appropriate for this study?

I would suggest that that an ecological approach to AL learning is an ideal approach to encourage PI as it should entail:

- a) Conceiving the school setting as dynamic ecosystem (Engeström, 2009) where learning takes place and from which learners learn by fostering agency.
- b) Considering the learner holistically, as a linguistically mediated being (Lantolf & Thorne, 2007) by acknowledging not only what the learner learns in the school setting but also what she already knows and takes to school and also by promoting the learner's autonomy understood as "allowing learners to define meaning of their own acts within their social context" (Van Lier, 2004, p. 8).
- c) Placing the context where the learning takes place, at the upmost position of the learning process. Van Lier (2004) points out that context is not something that surrounds language, it defines it.
- d) Regarding language learning as a process towards emergence: when "simple elements combine together to form a high-order system" (Van Lier, 2004, p. 5); when effective

learning takes place, it is not just an adding of different pieces, but a creation of something new, a transformation. Emergence occurs because ecologically-speaking, language learning is an activity, which takes place in a community of practice. Participants in this study are referred to as Emergent Plurilinguals (EPs), because I suggest that through a plurilingual approach to languages which encourages PI, they should become aware of their plurilingual assets and learn to manage them strategically (Stratlaki, 2011).

- e) Becoming aware of the symbolic capital of the different languages that conform the language repertoires of pupils.

I would suggest that the study described here is based on ecological principles, as it conceives the learners from within, situated in a specific context. The study is designed specifically for a specific environment, based on an observation period prior to the project development.

An ecological approach also entails positioning what learners already know and take into the classroom at the forefront of the learning process in order for change to take place. From a language ecology perspective, HL speakers are positioned as plurilingually competent, therefore increasing the status of the language varieties they bring to the classroom (Creese & Blackledge, 2010). It is not what languages they know but what they do with these languages.

Finally, I would also suggest that DLCT such as the one concerning this study seem to show linguistic patterns which a priori, do not seem to benefit learning, where previous language knowledge is not valued or taken into account (Bartolome & Macedo, 1999; Carreira, 2004; Cho & Krashen, 1998; Wright & Taylor, 1995). As stated by Heller and Martin-Johnes (2001), an ecological approach to AL learning deconstructs ‘perceived natural orders’, that is, it uncovers natural linguistic patterns by bringing to light what language practices in classrooms and schools actually take place.

I would suggest therefore, that dealing with HL speakers ecologically entails conceiving their environment which is often ignored or stigmatized (Escobar & Unamuno, 2008; García, 2009b), as valuable and essential for the learning process.

Addressing a Diverse Learning Context (DLCT) ecologically and bringing the learner’s environment upfront should be key to successful learning and should allow for understanding the dynamics of how the use of heritage languages in an AL classroom affects learners’ investment towards languages and language learning, their academic performance and

ultimately helps them shape their identity(s) based on the “intimate and mutual constitutive relation” (Belz, 2003, p. 16) between language and identity, which is socially constructed.

Lastly, I would like to put forward the following view, expressed by Kramsch and Steffensen (2008) with whom I totally agree: “Whether an ecolinguist works with bilingualism, language acquisition and language socialization, political discourse or environmental problems, he stands up for the minority language and its learners, for the victims of political exploitation and ecological devastation” (p. 20).

As illustrated by Van Lier (2004), an ecological approach is not a theory or a method, it is a way of thinking and acting, a way of being.

4.1.7 Conclusions to this section

In this section I have outlined the pedagogical approach on which this study is based and explained why I believe this approach is ideal for this study, bearing in mind the context concerned here. An ecological and situated approach to language learning conceives the learner as a whole, as part of an ever- changing environment from which both learners and teachers learn. The sociocultural theory provides us with the strategies necessary to understand the processes undergone by learners learning languages and a poststructuralist approach to languages situates the actual languages within context.

I have based my discussion on four pillars: language, the learning process and the learner, the environment and the classroom in order to focus on the constructs of agency, affordance and emergence in relation to an ecological approach to AL learning and formative interventions based on situated learning in relation to the project developed.

I have finally detailed the reasons why I believe an ecological approach is an appropriate approach to enhance PI among learners especially in DLCT.

4.2 The Integrated Plurilingual Approach

In the following section I will firstly describe the Integrating Plurilingual Approach (IPA) by referring to the theoretical framework upon which it is based, the aims of the proposal and then explain the didactic model it suggests, drawing from Esteve and González Davies (2016), and the webpage *Enfoque Plurilingüe Integrador*

(<https://enfoqueplurilingueintegrador.wikispaces.com/home>). Secondly, I will refer to translanguaging as a pedagogical strategy for encouraging the use of HL in the ALC and suggest that the ALC should become a translanguaging space. Finally I will refer to LITs and TOLC, the two translanguaging pedagogical procedures employed in this study, and suggest how they may be used to enhance PI within the ALC by using pupils' HL(s).

4.2.1 The Integrated Plurilingual Approach

The IPA approach aims to promote efficient language learning based on plurilingual competences in order to promote communicative competence among pupils. As stated by Esteve and González Davies (2016) and based on all the previous theoretical framework, this entails activating learning strategies through the development of metalinguistic awareness, on the one hand, and an understanding and appreciation of the linguistic diversity based on an awareness of the differences and similarities among languages, on the other.

The IPA model conceives language(s) and the language learning process as a whole by considering the language learner holistically where her cognitive, social and affective dimensions interweave and determine the learning process, in line with the ecological approach to languages described in 4.1. The pupil, therefore, should be conceived in all her integrity by valuing and building upon the knowledge she takes to the classroom.

IPA advocates for action-based reflexive learning in order to develop communicative competence. Based on the premise that languages are learnt when they are used, a reflection on the actual use of the language is also necessary for successful learning to occur (Martín Peris & Esteve, 2013). The IPA adopts Wolff and Legenhausen's (1992) model of language learning and language use, in which language use has two dimensions: firstly, use is conceived as an action which implies using the language in communicative situations. Secondly, use implies reflection, that is, from a cognitive perspective, a reflection upon the functioning of the new linguistic system: when learning an AL, the verbal use of the language is just as important as the cognitive processes that develop during the communicative act (Esteve, 2003; Esteve, Fernández, Martín-Peris & Atienza, 2017). This is referred to by the authors as Reflexive Action.

The IPA also draws on theories of sociocultural learning (Lantolf & Poehner, 2008, 2014) to support the viewpoint that learning an AL entails both a communicative perspective but also a

more conceptual one (Esteve, 2003; Negueruela-Azarola, 2013) where the learner must learn to reflect upon her own learning process in order to favour her writing and oral skills.

Finally, the IPA approach exhorts concept-based instruction in order to develop communicative competences. Concept-based instruction is based on the belief of the existence of a common underlying proficiency to all languages which derives from Cummins's Interdependency Hypothesis (IH) (1984), explained in 3.2.1. Whereas each language is expressed differently, the conceptual basis of the different languages that make up the DLC of an individual is the same (concepts of tense, gender, number, etc.).

Thus, a plurilingual approach towards languages based on IPA should imply:

1. The development of communicative competences.
2. The need to abandon a monolingual approach to languages and favour:
 - a) All the language repertoire of pupils
 - b) HL(s) as a tool for learning AL(s)
 - c) Interlinguistic transference
 - d) Translinguistic conceptualisation (Esteve *et al.* 2017)
 - e) Intercultural competence
3. A positive attitude towards language(s) and language learning.
4. A reconsideration of how languages are taught by promoting real and authentic communicative situations, as languages should not only be taught but should also be taught how to be learnt.
5. An awareness that a successful language learner is a user of language(s) who is able to communicate within different contexts by using partial abilities instead of viewing the communicative competence of the native speaker as a reference model.
6. A reconsideration on how to evaluate communicative and linguistic competences.
7. The text as the basic learning instrument
8. Concept-based learning (Gal'Perin, 1992)
9. Agency of the protagonists

I will now refer to translanguaging as a pedagogical strategy for developing plurilingual and communicative competences among pupils.

4.2.2 Translanguaging as a pedagogical strategy

A pedagogical use of translanguaging establishes that connections among languages are inevitable and argues for an informed use of these connections for learning by acknowledging and encouraging natural language practices developed by pupils and building upon these for learning and working on AL(s).

According to García and Kano (2014), translanguaging as a pedagogical strategy for learning AL(s) is a process “that includes ALL the language practices of ALL students in the class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new socio-political realities, by interrogating linguistic inequality” (p. 261). As sustained by Esteve and González Davies (2016), translanguaging acknowledges that individuals naturally “shuttle” (Canagarajah, 2009) among languages and views these acts as positive language practices that, if used efficiently (Corcoll & González Davies, 2016), play an important role in learning AL(s) as “using one language to reinforce the other in order to increase understanding and in order to augment the activity in both languages” (Lewis et al., 2012, p. 40).

Within the language classroom, teachers employ translanguaging to “enable students to make meaning and learn” (García & Wei, 2014, p. 120). According to García and Wei (2015), creativity and criticality, two fundamental dimensions in education, have been scarcely explored in relation to translanguaging and are highly relevant as they exemplify the translanguaging practices developed by pupils. Wei (2011) defines creativity as “the ability to choose between the following and flouting the rules and the norms of behaviour, including the use of language” (p. 226). Critically on the other hand, refers to “the ability to use available evidence appropriately, systematically, and insightfully to inform considered views of cultural, social, and linguistic phenomena, to questions and problematize received wisdom, and to express views adequately through reasoned responses to situations” (García & Wei, 2015, p. 226). From a pedagogical perspective, translanguaging enables pupils to adjust and transform their own identities critically and creatively according to their own needs and thus, contribute to identity investment.

Much in the same line as the authors above and based on research developed in complementary schools in the UK, Creese and Blackledge (2010) support translanguaging practices in schools as a powerful flexible bilingual pedagogy rooted in “flexible bilingualism is used by teachers as an instructional strategy to make links for classroom participants between the social, cultural,

community, and linguistic domains of their lives” p. 112). Creese et al. (2011) refer to the linguistic repertoires of plurilingual speakers as flexible bilingualism. Other similar terms are “contemporary urban vernaculars” (Rampton, 2011); codemeshing (Canagarajah, 2011); metrolingualism (Pennycook, 2011), or polylingual languaging (Jorgensen, 2008). They point to the school and social context as key in determining how to develop translanguaging strategies as the languages involved in each context shall have embedded different connotations and linguistic capital.

The teacher who adopts translanguaging as a pedagogical strategy “gives up her authority role in the classroom...and rather becomes a facilitator, able to set up the project-based instruction and collaborative groupings that maximize translanguaging to learn” (García & Wei, 2014, p. 93). Within the context of this study, translanguaging is a position adopted according to beliefs on language learning within environments where collaborative relations of power develop.

It has been proven that using translanguaging as a pedagogical strategy affirms multiple identities and improves cognitive, language and literacy abilities (see Corcoll & González Davies, 2016; García, Flores and Homonoff, 2015; González Davies, 2014; Lewis, 2009; for examples).

By bridging the gap between research and actual didactic proposals the question is when and how can translanguaging be used efficiently as a pedagogical strategy in the ALC? Recent research developed by Corcoll and González Davies (2016) has shed light on the matter. The authors explore how two plurilingual strategies naturally developed by plurilingual speakers, namely TOLC and Pedagogically Based Codeswitching (PBCS) can be implemented in the ALC. PBCS draws from code-switching and is “an informed language learning strategy applied in a formal setting which enables students to work with several languages simultaneously” (Corcoll, 2013, p. 28). TOLC is a plurilingual learning strategy to acquire linguistic mediation skills and intercultural competence in fields other than translation studies (see 4.2.5.1). Both strategies “share the aim of exploring informed and effective ways to switch from one language to another to benefit the language learning process while addressing possible misgivings about the use of two languages in class” (Corcoll & González Davies, 2016, p. 68). Results show that employing PBCS and TOLC based activities improve socioaffective aspects and metalinguistic awareness, accuracy, certainty, speed of acquisition, and resourcing skills: utilising PBCS and TOLC ‘allows’ students to translanguage in the classroom.

I will now refer to the use of translanguaging as a pedagogical strategy in DLCTs such as the one concerning this study.

4.2.3 Translanguaging in diverse learning contexts

García and Wei (2014) pinpoint that identity investment and positionality, that is, the engagement and motivation of pupils towards language(s), are key goals of translanguaging. This seems especially significant in a context where pupils do not feel that their PI is significantly taken into account or valued. Translanguaging as a pedagogy should enable that voices of language-minoritized students be heard as it is “transformative for the child, the teacher and education itself” (Wei & García 2017, p. 8). This links with hypothesis (H1) postulated for this study which refers to the fact that by positioning HL(s) to the same level as curricula languages and making significant use of them for learning, may affect PI. Using translanguaging in the ALC in a diverse contexts seems especially relevant as it “builds on student’s linguistic strengths” (García & Wei, 2014, p. 92).

Within the sociolinguistic context of this study (where Catalan and Spanish co-exist) translanguaging may also be envisaged as an opportunity for minoritised communities, as suggested by Cenoz and Gorter (2017) as natural translanguing practices which often occur in bilingual communities such as in Catalonia could be supported and recognised as beneficial for the minority language.

Another relevant point upheld by Baker (2011) is that translanguaging may facilitate the links between the home and the school, especially in situations in which families do not speak the school languages.

Hélot (2014) on the other hand, argues that translanguaging can be useful in counterbalancing linguistic insecurity which seems especially pertinent to this study. Analysis of qualitative data suggests that most pupils who participated in this study felt insecure in all curricula languages: (see 6.4.1). It could be suggested that making use of translanguaging as a pedagogical strategy in order to bring their HL(s) upfront counteracts this insecurity.

In sum, employing translanguaging in the ALC seems to have positive effects on pupils learning skills. In DLCTs, where pupils do not feel their linguistic and social background is acknowledged and valued, the benefits of using translanguaging seem even more pertinent.

4.2.4 The additional language classroom as a translanguaging space

A translanguaging space allows plurilingual individuals to integrate languages which are formally compartmentalised (García & Wei, 2014). As suggested by Wei (2011), within translanguaging spaces, language practices are not only brought together to extend their language repertoire, but also for “sophisticated metalinguistic awareness” (García & Wei, 2015, p. 228) to develop. This relates to the action-based reflexive model referred to above, which states that actual learning only takes place if the language is not only used in a significant communicative context, but also reflected upon. Guitiérrez, Baquedano-López and Tejada (1999) refer to translanguaging spaces as third spaces, described as spaces where the mainstream language and cultural practices of a school are transformed.

From this perspective, I would argue that classrooms become spaces for social negotiations, practice-based learning and ecological affordances (García & Kano, 2014) and be converted into “sites for translingual socialization” (Canagarajah, 2014, p. 99).

The classroom where the project was developed and data collected became a translanguaging space for pupils to develop themselves and express themselves freely in whatever language they wanted with the purpose of learning English. New linguistic practices developed as most pupils had never used their HL for academic purposes. Different linguistic intimacies emerged where pupils discussed in their HL the meaning of a certain word in English for example. Qualitative data analysis reflects this:

P27: Researcher’s diary.

[codeswitching - Family: plurilingual identity]

‘no sé qué me pasa’, se me había olvidado la palabra fell down de la chair’.

‘football is the same in urdu as in English, why should I translate it?’

I will now turn to discuss two translanguaging strategies employed: TOLC and LITs. Firstly, I will briefly describe the project developed in the ALC in order to facilitate understanding of the strategies employed.

4.2.5 Translanguaging as a pedagogical strategy for highlighting heritage languages:

Translation for Other Learning Contexts and Language Identity Texts

A plurilingual approach was adopted by the teacher through the StoryBook Project, a plurilingual based project aimed at encouraging PI of pupils through the use of their HL(s). In heterogeneous groups, the project involved creating stories in English. These were then translated into the different HL(s) of the pupils who composed each group. The target readers of the stories were nursery school children, aged 3-5.

Literary translation is an intercultural experience (Hélot & O’Laoire, 2011). A plural approach to children’s literary production through translation may also promote plurilingual competences among pupils. Recent research proves the positive outcomes of using the translation of children’s literature in the classroom as a way to improve plurilingual competences (Goitia and Sugranyes, 2011; González Davies, 2011; González Davies, 2012; Hélot, 2011; Sugranyes & González Davies, 2014).

4.2.5.1 Translation for other learning contexts

TOLC is used in this study as a translanguaging pedagogical strategy for highlighting pupils’ HL(s) and refers to the use of translation in order to acquire linguistic mediation skills and intercultural competence in contexts other than professional translator training (González Davies, 2012, 2014). TOLC “stresses inter-disciplinarity and refers to translation used both as a skill in itself and as a (spontaneous or directed) learning strategy” (González Davies, 2014, p. 8). González Davies (2012) specifies three types of skills and knowledge that translation may contribute to language learning: linguistic skills, encyclopaedic knowledge and transferential knowledge. Within the context concerning this study, I argue that translation can be considered as an opportunity to highlight HL(s) and this is especially relevant when these languages are not prioritized in the environment where its speakers live (Sugranyes & González Davies, 2014).

Translation also plays an important role in enabling newly arrived pupils to participate actively in instruction (Cummins, 2007). Within a plurilingual approach to language teaching and based on results of the pilot study developed in 2009 (Sugranyes & González Davies, 2014), I argue that employing an informed use of translation should entail promoting plurilingual and communicative competences as linguistic skills are acquired and a boosting of pupils’ PI as they use their own HL(s) for learning purposes.

4.2.5.2 *Language Identity texts*

Language identity texts are an adaption of Cummins's identity texts (2001, 2009, 2015; Cummins & Early, 2011) originally defined as the products of student's creative work by articulating identity negotiation and identity investment as "pupils invest their identities in the creation of texts (...). The texts then hold a mirror up to pupils in which their identities are reflected back in a positive light" (Cummins & Early, 2011, p. 3).

According to the abovementioned authors, the creation of identity texts:

- a) Encourages students to connect new information and skills to background knowledge.
- b) Enables students to produce more accomplished literacy work in the curricula language.
- c) Increases the awareness of the specialised language of school subject areas.
- d) Affirms students' identities as intelligent, imaginative and linguistically talented.
- e) Increases their awareness of the relationships between their HL and the curricula language.

I have adapted Cummins's identity texts and suggest they be referred to as Language Identity Texts (LITs) described, for the purpose of this study as a translanguaging pedagogical strategy to encourage PI through the use of pupils' HL(s). LITs are cognitively challenging as pupils are asked to draw from all their abilities (linguistic, cultural, and social) and pupils are free to choose their topics. As claimed by different studies (Cummins, 2014b; Krashen, 2004), research seems to conclude, moreover, that literacy engagement is a direct determinant of literacy attainment (See the Literacy Engagement Framework developed by Cummins et al., 2012). Underlying LITs as a translanguaging strategy, is the belief that LITs "represent a powerful pedagogical tool to promote equity for students from marginalised social [and I add, linguistic] backgrounds" (Cummins & Early, 2011, p. 4). Similarly to a case study developed by Jonathan Lambert (2011) in Guza, China based also on the creation of multi-language stories, the focus of LITs resides in wanting pupils to be creative in writing stories for younger children by choosing a topic they consider appropriate. Once created moreover, the texts are translated through TOLC in all the different HL(s) of the authors. As suggested by Lambert, multi-language stories are identity texts because writers invest in their own identity in their creative productions. I suggest they are LITs because in this study, it is through the use of their

HL(s) that their PI is encouraged which in turn, should affect academic performance and investment towards languages and affect motivation and attitudes towards learning languages.

4.2.5.3 Using Translation for Other Learning Contexts and Language Identity Texts in the additional language classroom

For the purpose of this study, TOLC and LITs are used as translanguaging pedagogical strategies in order to promote plurilingual and communicative competence among pupils by:

- a) affirming pupils' PI as the crucial path towards literacy engagement;
- b) activating previously acquired knowledge and build upon it;
- c) rising metalinguistic awareness among pupils;
- d) making pupils aware of the universality of literature;
- e) empathizing with pupils of different ages through language use;
- f) working collaboratively; and
- g) becoming aware that individuals have different competences in different languages and use them accordingly.

More specifically, the activities included in the didactic proposal developed for this study are¹⁶: reverse dictations, language classroom collage and translation language stop, the creation of LITs in English, the translation of LITs through TOLC, tracing languages, writings in different languages and readings in different languages.

4.2.6 Conclusions to this section

In this section I have defined the Integrated Plurilingual Approach devised by Esteve & González Davies (2016) and referred to translanguaging as a pedagogical strategy. Translanguaging moreover is considered an optimal pedagogical strategy to be employed in diverse learning contexts (DLCTs) such as the one concerning this study as it enables pupils to bring forth their language knowledge and add to it while learning additional languages. Two translanguaging pedagogical strategies, namely TOLC and LITs, are employed in this study to highlight lesser used languages.

¹⁶ These activities are explained and exemplified in Chapter 5 (The Didactic proposal).

4.3 Conclusions to this chapter

This chapter relates to the pedagogical approach which frames this study and is divided into 2 parts. The first part concerns Dynamic Plurilingual Education. The second part describes the specific didactic approach adopted for this study, IPA.

Firstly, I have defined what an ecological approach to language learning is in relation to the study by suggesting that within DLCTs such as the one concerning this study, an ecological and situated approach which understands the learner at the centre of the learning process and as part of a specific and contextualised environment is optimal. In second place I have turned to Sociocultural Theory in order to understand the processes developed by learners when learning languages through the interactions with others and have described languages as symbolic capital. I have then described the constructs of affordance, agency and emergence in relation to the learning process and the learner and have suggested that the didactic proposal developed for this study is a formative interventions as described by Engeström (2011). Lastly I have suggested why an ecological and situated approach may promote PI among pupils.

The second part related to the IPA devised by Esteve and González Davies (2016). Firstly, I have described the approach which complies with Dynamic Plurilingual Education. I have then turned to refer to translanguaging as a pedagogical strategy for promoting plurilingual competences among pupils. This has then led to conceiving translanguaging as an optimal pedagogical strategy to be developed in DLCTs as it conceives the n translingual practices developed naturally by pupils as the norm from which to build upon. Thirdly, I have described the 2 pedagogical strategies employed in this study, TOLC and LITs, and have finally how and in which ways TOLC and LITs may be employed in then ALC.

5 DIDACTIC PROPOSAL: THE STORYBOOK PROJECT

In the following chapter I shall present the didactic proposal The Storybook Project that was designed and developed for this thesis. Firstly, I shall frame the proposal by referring to the pedagogical framework presented in Chapter 4 and explain how an analysis of the data obtained during the observation period prior to the development of the project conditioned the design of the present proposal. Secondly, I will present the aims of the didactic proposal and relate them to the hypothesis formulated for the thesis. Thirdly, I shall present the didactic unit by sequencing the activities in relation, on the one hand, to the formulated aims and, on the other, to the class activities, group organisation and timing involved. This will then lead to a description of the actual activities developed in each session and a final conclusion.

5.1 Framing the didactic proposal: The Storybook Project

The didactic proposal follows the principals of sociocultural theory (as referred to in 4.1.2) and is based on a plurilingual and communicative approach to language learning and teaching (Esteve & González Davies, 2016) based on placing the pupil at the centre of the learning process. The proposal also complies with García's (2011) principles that support dynamic plurilingual practices in instruction: heterogeneity, collaboration, learner-centeredness, language and content integration, language use from students up, experiential learning and local autonomy and responsibility. Finally, the project is also considered a formative intervention based on the characteristics outlined by Engeström (2011) explained in section 4.1.5.

The proposal was designed after a 6 week observation period and 3 meetings with the AL teacher in charge of the two classes where the project was developed.

It is important to note that the school chosen to develop the project responds to a specific reality of schools in Barcelona which I would venture to say, could be transposed to many other European cities with similar numbers of influx of population of diverse origin.

As extensively described in section (2.4.2), concrete characteristics have been identified which condition academic achievement among pupils and the school concerning this study conforms to all of them:

- a) pupils from low socio-economic background;
- b) immigrant-background pupils whose heritage language (HL) is different from the language of school instruction; and
- c) pupils from communities that have been marginalised or excluded from educational and social opportunities.

From a linguistic perspective moreover, pupils are considered emergent plurilinguals (EP) (see 3.3), as they function in various languages but are unaware of their ability to do so.

With this in mind, I would like to highlight the fact that the need for studies such as the one concerning this thesis emerges from reality and not the other way around. It is therefore important to note, that a period of observation together with extensive and structured conversations with the AL teacher in order to identify the needs of the pupils, greatly geared and influenced the design of the actual project. That being said, the project was initially intended as an experiment to be developed in only one of the two groups, the other group being a Control Group. The school, however, was adamant right from the start that the project had to be developed in both groups. The reasons for this were grounded on the need to maintain and work towards cohesion between both groups given the delicate social and cultural characteristics of the school.

The didactic proposal presented here can be adapted to a primary language classroom as it complies with the aims of the Common European Framework of References for Languages (CEFRL) (Language Policy Unit, 2001) which establishes the need to promote plurilingual and communicative competences among pupils and is also in line with the Catalan Curriculum for Primary Education (CPPE) (Departament d'Ensenyament, 2009).

The observation period lasted 6 weeks and was aimed at establishing specific needs of the two groups by assessing the level of English of pupils, observing the additional language (AL)

teacher and obtaining a general picture of the class dynamics. An analysis of the qualitative data obtained during this period and collected in the Reseracher's diary (**RD**) concludes the following:

The additional language classroom (ALC)

- ✓ English and the ALC are regarded as an isolated entity within the school: pupils go and 'do' English in the ALC.
- ✓ The classroom itself is bare and does not promote a relaxed atmosphere for learning. Walls have a few outdated posters which focus on grammar and English speaking countries.
- ✓ Tables are set in rows.

Use of English

- ✓ The level of English of the groups, in general, is low or very low in terms of competences to be acquired in a 5th year group according to the CPPE (see marks for English (6.3.2.1.3)).
- ✓ It is perceived that pupils understand English but do not use it all.
- ✓ It is perceived that pupils who come from English-speaking countries such as Bangladesh or Pakistan have a higher level of English, especially oral English, but this is not recognised or promoted. The teacher also seems to be aware of this but doesn't know how to 'use' this knowledge:

P28: RIT

[lack of plurilingual competence in teacher]

T: Ho fas per això. Jo el que sí que faig és que els pregunto per l'orgull de la seva cultura, però molt no saben eh, i els paquistanesos, ara no me'n recordo eh, però diuen moltes paraules en anglès

- ✓ English is used by the teacher only for instruction-giving and praising.

The role of the teacher

- ✓ The teacher adopts a monolingual approach to teaching English where no reference is made to other languages or to previous language knowledge pupils may have.
- ✓ The teacher does not have plurilingual competences herself which often impedes learning:

P27: Researcher's diary

[lack of plurilingual competence in teacher]

The teacher has no plurilingual empathy; she seems to be not aware that her pupils speak other languages

- ✓ The AL teacher prefers a controlled, silent class where pupils raise their hands and interaction is between the teacher and pupils. Interaction among pupils is not encouraged.

Use of other languages in the ALC

- ✓ Heritage Languages (HLs) of pupils are not only not referred to, but are banned from being used.
- ✓ Disciplining and socialising by the AL teacher is developed in Catalan.
- ✓ Pupils interact in Spanish or in HL when teachers are not present and use Catalan to speak to the teacher.
- ✓ Plurilingual strategies such as Translation for Other Learning Contexts (TOLC) or Pedagogically Based Codeswitching (PBCS) are not used at all in the ALC.

Family involvement

- ✓ Family involvement is scarce.
- ✓ Pupils are granted the official role of being the liaison between families and the school (translating school notes, giving important information, etc.).

5.2 The aims of the didactic proposal

A thorough analysis of the data detailed above led to the formulation of the following four main aims of the didactic proposal:

- 1) To encourage and affirm pupils' plurilingual identities (PIs).
- 2) To increase pupils' motivation and positive attitudes to learn languages.
- 3) To promote plurilingual and communicative competences and therefore to improve competences in AL.
- 4) To promote metalinguistic awareness.

The following ‘secondary’ aims have also been formulated which support and work towards the 4 aims outlined above:

- 5) To encourage family involvement.
- 6) To promote plurilingual competences in the AL teacher
- 7) To generate collaborative relations of power.
- 8) To build awareness within the school of the plurilingual necessities by referring to the Plurilingual Efficient cycle (See section 3.5.2).

Aim 1 relates to the premise that the use of HLs in the ALC encourages (PIs) which in turn may affect academic performance (Cummins, 2015, 2017; Sugranyes & González Davies, 2014). In the proposal presented here, the use of HL(s) is encouraged through TOLC and LITs (see 4.2.5.1). Aim 1 relates to Hypothesis 1: The use of HLs in the class affirms pupils’ PI.

Aim 2 is based on the fact that pupils are not motivated towards language learning (based on data collected during the observation period) and do not seem to have positive attitudes towards language learning. Aim 2 relates to Hypothesis 2: PI is relevant to investment in the ALC.

Aim 3 and 4 derive from the plurilingual approach towards languages adopted in this study (see Esteve & González Davies, 2016) and extensively explained in 4.2.1 which states that the language learner must be a communicator who uses languages in communicative activities, but must also be an experimenter by making explicit decisions through language awareness in order for the development of communicative and plurilingual competence to take place. Aim 3 and 4 relate to Hypothesis 3: PI affirmation in the AL classroom affects academic performance in English as an AL.

Aim 5 relates to encouraging families to get involved in the project by building authentic opportunities for families to participate. As stated in the report *Escola i família: Junts per l’Ensenyament* (Departament d’Ensenyament, Generalitat de Catalunya, 2014), this is believed to be crucial, especially in DLCTs where families are generally not committed to the school. Not only may pupils feel supported; it is also a way to make up for the fact that AL teacher does not know the majority of HLs spoken in the class. Families are required to help translate and write in the HLs of their offspring.

Aim 6 derived from the observation period relates to the non-plurilingual nature of the AL teacher. On the one hand, in order to develop the project, the AL teacher must become aware

of her monolingual approach to languages and adopt a more plurilingual perspective where an informed use of HLs for learning AL is not to be banned but encouraged. On the other, it is also deemed necessary that in a Diverse Learning Context (DLCT), the teacher should have a pluricultural sensitivity that is, a sensitivity towards diversity which goes beyond the simple statement that diversity is positive. This relates to Hypothesis 4: A plurilingual approach to teaching can affect teacher's attitudes towards teaching and learning languages.

Aim 7 relates to the fact that a holistic approach to learning as adopted in this thesis implies collaborative relations of power. From a plurilingual perspective, collaborative relations are promoted and strengthened when pupils work together in linguistically heterogeneous groups. It was concluded from the observation period that pupils are not used to working collaboratively.

Aim 8 is concerned with the Plurilingual Efficient Cycle. Adopting a plurilingual approach to language learning and teaching conceives the teacher as a change agent who is capable of pulling down classroom boundaries and expanding her knowledge and plurilingual experience to other teachers, pupils and school spaces.

The didactic proposal was designed, with the approval of the AL teacher and the two tutors of the two groups. The proposal is sequenced in 9 sessions and designed to be implemented in the ALC. Each class lasted 60 minutes, some sessions required two classes (see below).

5.3 The didactic sequence: The Storybook Project

In the following section the didactic sequence is presented: the activities in relation to the 4 main aims, group organization, timing and dates. I have not listed aim 2 -to increase pupils' motivation and positive attitudes to learn languages- as I consider it affects and is worked on through the whole project. I have also added the instruments employed for obtaining data from the pupils before and after the project was developed (for an extensive description of the instruments used in the study, refer to 0).

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Table 7. The didactic sequence

		AIMS					
Session No.	Activities	Plurilingual & Communicative development	Metalinguistic awareness	Encouragement of plurilingual identity	Group organization	Timing	Date (year 2014-2015)
	SSI + LBQ	-	-		GW	20'	Feb-March
	PRE TEST: ATMBT	-	-	-	WG	60'	
1	Story reading	Develop listening skills in AL	.	-	WG	30'	March-June
	Vocabulary spotting	Introduce pupils' to language connections	Make pupils' aware of the difficulty – or not- of specific vocabulary in AL	-	WG	20'	
	The plurilingual guessing game	Develop language connections	Awareness of different languages	Using HL significantly in ALC	GW	10'	
2	The plurilingual collage	Translate words into different languages	Awareness of the phonetic and stylistic differences and similarities among languages	Using and visualizing HL in ALC	IW, PW + GW	60'	
3	Drafting stories	Introduce pupils' to creative writing for communicative purposes	Awareness of who potential readers will be. Who are we writing for?		GW	60'	
4	Writing stories	Develop reading and writing skills in AL	-		GW	60' + 60'	

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		AIMS					
Session No.	Activities	Plurilingual & Communicative development	Metalinguistic awareness	Encouragement of plurilingual identity	Group organization	Timing	Date (year 2014-2015)
5	What is translation ?	Introduce translation to pupils. What is communicative translation?	Awareness of the complexity of translation	Awareness of plurilingual identity	WG	60'	
6	Translating stories	Develop translation of stories	Awareness of what I can and cannot do in my HL	Using and visualizing HL in ALC	IW + GW	60'	
7	Illustrating the stories	-			GW	60' + 60'	
8	Final stories: Reading stories in different languages	Develop plurilingual skills by switching languages, reading in one language and then in another	Develop plurilingual metalinguistic awareness	Using and visualizing HL in ALC	WG/ GW	60' + 60'	
9	Reading stories to children from infant education	Develop plurilingual skills by reading in AL and in HL	Consolidate awareness that pupils have different skills in different languages	Using and visualizing HL in ALC	GW	60'	
	POST ATMBT FFG	-	-		WG GW	60'	June

SSI: Semi-structured interview

LBQ: Language background questionnaire

ATMBT: Attitude and Motivation Battery Test

FFG: Final focus group

WG: Whole group

IW: Individual work

PW: Pair work

GW: Group work

5.4 The Storybook Project

In the following section the activities of the didactic proposal The Storybook Project are explained.

5.4.1 Session 1

- Story reading

Two stories are read to the pupils: “Mr. McGee and the big bag of bread” (Allen, 2004) and “How do you feel?” (Browne, 2011). The initial book reading is intended, on the one hand, as a brainstorming activity to draw attention to language, format and content and also to make pupils aware of vocabulary used, simple structures and format. It is also perceived as a relaxing moment where both teacher and pupils actually enjoy reading and being read to.

The choice of the stories is agreed on beforehand with the AL teacher: the two books contain simple language and repetitive structures which facilitate prediction. The topics of both stories are expected to be of interest to the pupils. The first story is about the zoo and the second one talks about emotions. The teacher then asks pupils whether they remember any interesting words or expressions and invites pupils to participate while she writes them down on the whiteboard. The teacher uses only AL at this stage.

- Vocabulary spotting

An AL collage of vocabulary related to the two stories is written on the whiteboard. The teacher then asks pupils to choose a word or expression that they find interesting, they like or did not know and asks them to say in their own HL. The teacher commences by choosing a word herself and translating into her own HL, in this case Catalan. This is done for two reasons: on the one hand as a modelling strategy for pupils to then copy. On the other, pupils become aware that the AL teacher also has an HL which by using in the ALC places all HLs at the same level. At this stage, all reference to HLs is oral, the only written support pupils have is the vocabulary on the whiteboard.

- The plurilingual guessing game

One pupil chooses a word from the whiteboard says it in her HL and asks her partner to say that word in her HL. By doing this the pupil reads in AL and translates the word automatically

into her own HL which in turn is used as a source word, subject to be translated into another HL. The game has two aims: firstly it is intended as a raising awareness activity of the different HLs in the classroom and secondly, it is a way for HL to come alive in the ALC and for pupils to use their own language significantly, but also in a relaxed and comfortable atmosphere. Pupils are asked to write down 10 words or expressions in English and translate them into as many languages they know. This is done for homework, as a way to firstly, encourage family involvement and secondly, because pupils have different competences in their HL (all pupils speak their HL but few are able to write in their HL), it is also a way to avoid possible frustration of pupils for not being able to write in their own HL.

5.4.2 Session 2

- The plurilingual collage

The pupils come to class and find big sheets of yellow paper on the floor. In pairs pupils have to show each other their homework and are invited to read and practice saying the different words and again play the plurilingual guessing game. They are then asked to write the words and their translation into their HL on the yellow paper. The aim of the session is threefold: on the one hand, it is a raising awareness activity as pupils become not only aware of the different languages that pupils speak in the classroom, but also how these languages are written. Secondly, a plurilingual collage enables pupils to actually perceive similarities and differences among languages and the collage is hung on the wall of the classroom so it can be referred to whenever necessary for the story writing. Finally, this activity also enables pupils to write in their own HL which they are often not used to doing and possibly affect motivation (investment) through a surprise element.

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Figure 8. The plurilingual guessing game

<u>Indu:</u>	<u>Angles:</u>	<u>Catala:</u>	<u>Castella:</u>
فواكه	fruits	fruites	frutas
شوكولاتة	chocolate	xocolata	chocolate
استاذ	Teacher	professor	profesor
أخت	Sister	germana	hermana
منزل	home	casa	casa
عالم	World	món	mundo
كتاب	book	llibre	libro
مدرسة	Study	estudi	estudio
لباس	dress	vestit	vestido
صديق	friend	amic	amigo
غرفة	room	habitació	habitación
مدرسة	school	escola	escuela
عائلة	family	família	familia
حب	love	estimar	estimar
بغض	hate	odiar	odiar
إنسانية	humanity	humanitat	humanidad
عدالة	Justice	Justícia	justicia
رجل	man	home	hombre
نساء	women	dones	mujeres
احترام	Respect	respecte	respeto
عدم لباقة	Impropriety	impropietat	impropiedad

Figure 9. The plurilingual collage

costing words for stories	
happy	خوش / 快樂
angry	غاضب / 生氣
guilty	CULPABLE
Sad	حزين / 傷心
curious	فضول / 好奇
silly	خبيث / 笨蛋
hungry	جائع / 餓
confident	معتز / 自信
worried	Preocupado
surprised	مفاجئ / 驚喜
bored	ملل / 無聊
banana	موز / 香蕉
animals	حيوانات / 動物
full	ممتلئ / 飽
Elephant	فيل / 大象
food	غذاء / 食物
Man	رجل / 男人
Shy	خجول / 害羞

5.4.3 Session 3

- Drafting stories

The aim of this session is to initiate their own story creation. Firstly, pupils are put into groups of 4 or 5 and are grouped according to¹⁷:

- ✓ HL
- ✓ AL proficiency
- ✓ General academic performance
- ✓ Attitude and behavior

Each group should be as linguistically heterogeneous as possible. Pupils are then explained that they are going to create a story in groups in AL and that the potential readers of their stories will be children aged 3-5 from infant education. They are also told that their stories will be translated into all the HL of the group in order to facilitate understanding of the AL and also as a way to show other pupils the languages spoken in the class.

Bearing in mind the reader implies, therefore, a careful planning and a thorough and meditated choice of topic and general plot. Pupils are given a template to help them with the process. This template¹⁸ is aimed at helping pupils decide on the characters that will conform their story, the setting, the problem and the solution to the problem and the vocabulary that may be involved. The non-use or reference to pupils' HLs by the teacher is intentional in this session as it is important that pupils perceive that they are learning English and that this is an activity that is developed for this purpose.

¹⁷ The groups are decided by the AL teacher together with the class tutor. This is part of the school policy.

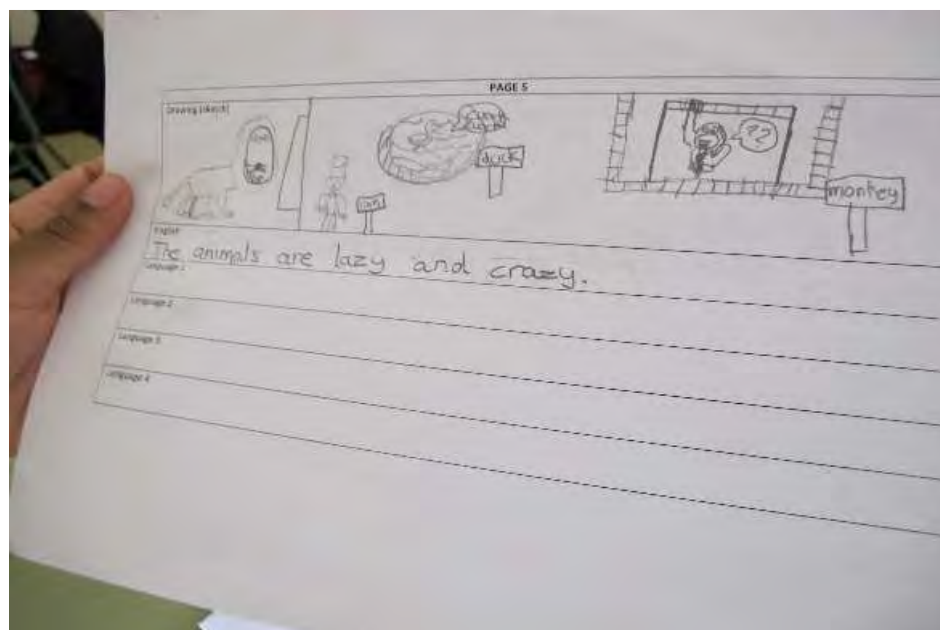
¹⁸ <https://www.teacherspayteachers.com/Product/Story-Map-Characters-Setting-Problem-Solution-Common-Core-Aligned-Free-797366>



- An initial brainstorming activity is encouraged in order to help pupils pinpoint the general characteristics of a story intended for young children:

- Pupils are then given a template which facilitates structuring the story and also allows for sketching the illustrations which helps pupils visualize the story. Pupils start writing by following a specific format (eight to ten pages with one or two sentences per page):

Figure 11 Writing stories



Pupils are encouraged to work autonomously collaboratively and the teacher spends time with each group, accompanying pupils with the writing process. Pupils are advised to use online translation tools (google translator, word reference e.g.) for searching for words they do not know, therefore developing their resourcing skills. As the stories are written, they are corrected by the teacher.

5.4.5 Session 5

- What is translation?

The aim of this session is to introduce pupils to what translation is and give them strategies for translating their texts. As a starting point, pupils are referred to the previous session where they were encouraged to use online translation tools and thought-provoking questions are formulated: is it possible to literally translate word by word? Is it the same to translate from Catalan to English than from English to Urdu, for example? Do pupils know how to translate?

With the help of the following presentation (see below), the teacher explains what translation is and what strategies can be employed when translating by following Hervey, Higgins and Haywood's (2008, p. 73) suggested degrees of fidelity in translation by referring to communicative versus literal translation.

Figure 12. What is translation?



When we translate we have to express the same idea in the two languages, and we cannot translate literally

- M'agrada molt l'all i oli

I like a lot garlic and oil X
I like garlic and oil a lot X
I like mayonnaise with garlic a lot ✓

Paella?
Rice with vegetables and meat or fish?
Can you think of any other way of translating **PAELLA** into English?

How do we translate?

- How do you translate the word **BED** in your language?
- Com tradueixes la paraula **ZOO** a la teva llengua?
- How do you translate the word **PAELLA** in your language?

As a concluding activity for the session, pupils are asked to take out their stories and attempt to say the written sentences of their stories in their HL, therefore reading in AL and speaking in their HL.

5.4.6 Session 6

- Translating stories

The pupils are asked to translate their AL stories into their HL by taking into account the previous session. They are encouraged to find out who can do what in the different HLs of the class and help each other: groups must therefore split and other HL groups must be formed. In order to facilitate this, pupils are given a template with two columns, one for writing the different sentences in AL and the other for the translation in HL.

Figure 13. Translating stories

Name: Clara

1. Copy the sentences of the story in English.
2. Translate each sentence into the language your focus language. Remember that you do not translate literally, you must express the same idea as in English.

English	Home language
Title of story <u>Animals Rescue</u>	<u>云动物营救</u>
Sentence 1 <u>Some animals live free in the forest.</u>	<u>一些动物自由生活在森林里。</u>
Sentence 2 <u>Some hunters captures all animals except the panda.</u>	<u>一些猎人在捕获所有的动物，除了熊猫。</u>
Sentence 3 <u>The panda hides behind the house.</u>	<u>熊猫隐藏屋后。</u>
Sentence 4 <u>The boy and the girl go past the forest.</u>	<u>男孩和女孩走过了森林。</u>
Sentence 5 <u>The boy and the girl find the panda.</u>	<u>男孩和女孩找到熊猫。</u>
Sentence 6 <u>The boy, the girl and the panda go to the zoo to rescue the other animals.</u>	<u>男孩、女孩和熊猫去动物园抢救其他动物。</u>
Sentence 7 <u>The boy, the girl and the panda rescue the animals.</u>	<u>男孩、女孩和熊猫救了其他动物。</u>
8 <u>The animals live free forever.</u>	<u>动物们永远自由的生活。</u>
End	<u>完成。</u>

Pupils are also invited to seek help at home as a way to involve and encourage the participation of the families in the project. Translating the stories involves short language games guided by the teacher as she goes from group to group: bilingual readings, language guessing and bilingual dictations are introduced to promote language awareness and make pupils use the different languages in a significant manner (refer to Cummins & Early, 2015, and González Davies, 2004, for more examples of plurilingual language games).

Figure 14. Plurilingual language games: Reading in AL, speaking in HL



Moreover, introducing games like the ones suggested (in figure 14 the pupil is reading in AL and speaking in her HL), should imply that the translating process goes beyond the mere rendering of the written text in another language and promotes language awareness and plurilingual and communicative competences by working on the 4 skills and vocabulary and grammar among pupils.

Families are asked to check final translations.

5.4.7 Session 7

- Illustrating the stories

Each group is given a blank paper for writing the stories and for the illustrations and the final layout is set. The AL is written on the front and the translations in the different HL are on written on the back. Each language is assigned a color in order to facilitate comprehension. The children illustrate their texts and prepare the final versions of the books.

Figure 15. Illustrating the stories



- Reading practice

In pairs, pupils are summoned from the ALC to practice reading the story in English with the AL teacher by focussing on:

- ✓ clarity of speech
- ✓ speed
- ✓ pronunciation
- ✓ non-verbal communication

Pupils read in AL and in their HL(s). Pairs who speak the same HL are organized in order to encourage linguistic peer assessment.

5.4.8 Session 8

- Final stories

The AL teacher brings the final stories to the class for the pupils to look at and enjoy. This part of the session is especially important as pupils can finally see the final result of their work. Time is given for them to enjoy turning the pages, admiring the illustrations and feeling important and proud for the work they have produced¹⁹.

¹⁹ A copy of all the stories is in Annex 1

Figure 16. The final stories



Pupils practice reading their stories in front of the whole class. Besides improving reading and speaking skills in AL and HL, this is also done to give a chance to the rest of the class to listen and enjoy the stories of their peers.

Figure 17. Reading in front of the whole class



5.4.9 Session 9

The pupils read their stories to the younger children in AL and in all the HLs. The different groups move around the class and read the story to many different groups of young children.

Figure 18. Reading the stories to young children



5.5 Conclusions to this chapter

In this chapter I have presented the didactic proposal upon which this thesis is based. Firstly I have framed the proposal by referring to the pedagogical principles and outlined the aims of the proposal: after having referred to the observation period developed prior to the implementation of the proposal and presenting the data obtained, I have formulated three aims for this proposal (and have linked them to the hypothesis of this thesis) and have also included secondary aims which are considered necessary to be proposed. I have then presented the didactic sequence by referring to the activities and the aims for each activity, timing and group organization. Finally, I have explained all the activities designed in detail.

6 THE STUDY

Chapter 6 addresses the study developed for this thesis. The study was carried out in a state infant and primary school in the neighborhood of the Raval in the centre of Barcelona during the second and third trimester of the term 2014-15 for a period of 12 weeks with 2 contact hours per week. The study was developed in two fifth year classrooms with a total of 45 pupils aged 10 and 11. It is an exploratory study based on grounded theory which was developed in order to validate the hypothesis and answer the research questions which should determine the effects of adopting a plurilingual approach towards the teaching and learning of an additional languages (AL).

In the following sections I will be addressing all of the above in greater detail. Firstly I will describe the participants and the setting of the study. I will then refer to the research method developed, present the hypothesis, research questions and aims and explain which instruments were employed in order to validate the hypothesis and obtain answers to the research questions formulated. I will finally present the results for the study and discuss them in relation to the hypothesis and research questions.

In order to facilitate reading comprehension I shall again present the grid with the instruments I employed for the study, as I will be referring to them in the different sections. Section 0 describes all the instruments in depth.

Table 8. Instruments

Participants	Quantitative instruments	Qualitative Instruments
Pupils	Language Background Questionnaire (LBQ)	Semi-structured interview (SSI)
		Final Focus Group (FFG)
	Attitudes and Motivation Battery Test (ATMBT) PRE and POST	Activity survey (AS)
	Language Marks (LM) PRE, DURING and POST	
	Language and audiovisual marks (LAC) PRE, DURING and POST	
	Basic Competence Marks (BCM)	
	LITs Marks (LITM)	
	TOLC marks (TOLCM)	
Teacher & school setting		Recorded Interviews with AL teacher (RIT) PRE, DURING and POST Official school documents
Researcher		Researcher's diary (RD)

6.1 The setting

In the following section I shall describe the school context in which the study was developed.

Data with regards the setting was obtained from:

- ✓ Recorded interviews with AL teacher (RIT)
- ✓ Official school documents: Pla Educatiu de Centre (2014), Pla d'Acollida de l'Escola (2014) and Projecte Lingüístic de Centre (2014)
- ✓ Semi-structured interviews (SSI)

- ✓ Final focus groups (**FFG**)
- ✓ Data collected during the observation period by the researcher and collected in the researcher's diary (**RD**)

This project was carried out in two fifth year classroom of a state primary school situated in the Raval neighbourhood in the district of Ciutat Vella of Barcelona. Over 42.4 % of the immigrant population of Barcelona live in this neighbourhood with 137 nationalities and, approximately 42,000 people, primarily from Pakistan and the Philipines according to data provided by the Town Hall of Barcelona (Departament d'Estadística, 2016). Ciutat Vella underwent a great renewal at the end of the 1980's by constructing large, spacious squares and by providing social services for the inhabitants (new schools, medical facilities, social services, etc.). This transformation coincided with the arrival of many immigrant families.

There were 400 pupils enrolled at the school at the start of the academic year 2014-2015. This number varied during the year due to the arrival of pupils midway through the term. There was also a relatively high number of unjustified absences (a pupil who, from one day to the next, stops coming to school). Out of the approximately 400 pupils, 90% are of foreign origin, mainly from Pakistan (32.4%), Morroco (15.38%) and the Philipines (13.52%). Over the past years there has been a descent in the arrival of families from Central and South America and an increase in families from Asia. Many of these pupils were born in Spain and have the Spanish nationality but speak heritage languages (HLs) at home and consciously refer to their country of origin as their own country:

P18: FFG_7

[cultural identity - Family: plurilingual identity]

MA: He nascut aquí però el meu altre país és República Dominicana.

6.1.1 Languages and language learning: Language use

Catalan is the principle language of communication in the school. All the teachers and staff speak Catalan to all the pupils and with each other. All subjects are taught in Catalan except for Spanish and the additional languages (ALs).

Languages are taught monolingually at the school: subjects are developed in Catalan, and Spanish and English are taught as separate subjects. English moreover, is developed in the AL classroom which suggests a cognitive and also physical compartementalisation of the languages pupils learn. Adopting a more holistic, plurilingual and integrated approach to

languages and, it could be suggested, to learning in general, is not conceived. The following excerpt extracted from the **RD** collected during the first days of observation of the AL sessions reflects the above:

P27: Researcher's diary

[AL class context - Family: The AL classroom] [lack of plurilingual competence in teacher]

Teacher does not refer to pupils' HLs at all. All is done in Catalan except specific exercises, instruction-giving: open your book and fill in the gaps.

The level of Catalan of the great majority of the students is very low or non-existent (See 6.4.3.1.1 for Catalan results). Only 2% of the pupils speak Catalan as their HL. The *Pla Lingüístic de Centre* (2014) establishes that Catalan is the language of integration but that the HLs of pupils should also be promoted and, when there are enough resources, activities and extra language classes are organised in HLs. It also states that different activities should be developed in order to visibilise the languages and cultures of the pupils, and families are encouraged to participate in this respect. This was not observed during the study implementation.

The main linguistic goal of the school is that the use of Catalan should not just be limited to academic purposes and that pupils should want to and be able to speak Catalan in other situations, such as on excursions, participating in recreational activities, etc.

Based on data collected during the observation period, it could be suggested that the school reality however is radically different: pupils only speak Catalan to teachers when they have to transmit a message given by a teacher or when they are taking part in an organised activity in class. Otherwise they speak Spanish to teachers and outside the class and among friends. Spontaneous talk is always in Spanish or in HLs.

6.1.2 English as an additional language in the participating school

English as an AL is studied as a third language and is introduced in the first year of primary, two hourly sessions a week. Introducing English at this later age is an uncommon practice in Catalonia as more and more schools have decided to introduce English during the first year of infant education following the 'Early start' approach defined by Early Language Learning in Europe (ELLIE) (Enever, 2011). Conclusions drawn from **RIT** at the school reveal that it is believed by the school board that pupils undergo sufficient linguistic input by having to learn Catalan and Spanish as well as their HLs for them to learn a third or fourth AL (i.e. English). As pointed out by Sugranyes and González Davies (2014), however, and confirmed by the AL

teacher and data collected in the **RD** during the observation period, many pupils of Asian origin (32.40% of the pupils enrolled in the school) generally have a high level of English in comparison to pupils from other linguistic backgrounds and could excel in an English context which could be beneficial not only for the pupil but also for the class and school as a whole (see 2.3.4).

The AL teacher who participated in this study had been teaching in the school for five years and taught all the levels from 3rd year infants up to sixth year primary and as pointed out in 6.4.4.2, adopts a monolingual approach to teaching and learning. Primarily, classes in the fifth year are based on following the text book *Big Surprise 5* (Reilly, 2013). Despite this, the AL teacher was willing to adopt a more plurilingual, socioconstructivist and communicative approach to teaching.

The AL teacher and researcher met 3 times before the project developed. These sessions were recorded (**RIT**). During the three sessions, which coincided with observation period prior to the actual development of the project, the didactic proposal was defined and adapted to fit the context. During the development of the project, the researcher and the AL teacher met weekly in order to organize the sessions and also to review the previous ones and adopt changes where necessary.

6.2 The participants

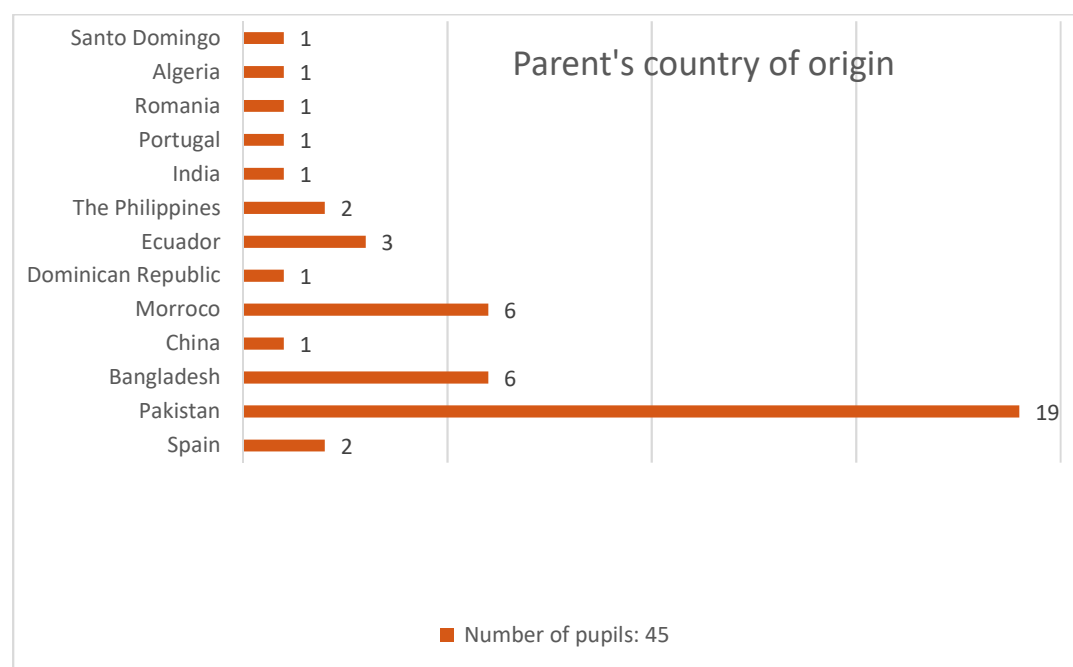
In the following section I will refer to the pupils and teachers who participated in this study. The descriptive data which describe the participants in the study have been obtained from the **LBQ** and the **SSI** developed at the start of the study (for a detailed description of the instruments see 0) and also from the *Projecte Lingüístic de Centre* (2014). Data is categorized as follows:

- ✓ In relation to country of origin
- ✓ In relation to years in Barcelona
- ✓ In relation to academic attainment by parents
- ✓ In relation to socioeconomic background of families
- ✓ In relation to HLs
- ✓ In relation to attitudes towards languages

6.2.1 In relation to country of origin

Nearly half of the participants in the study originally come from Pakistan followed by Bangladesh and Morocco. It is noteworthy that half of the participants in the study were born in Spain (see below), but when asked about their origin, all pupils, except one, stated their parent's country of origin.

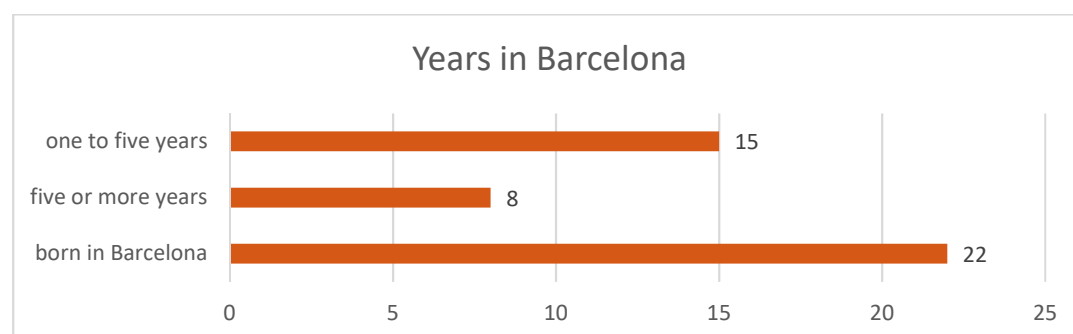
Figure 20. Parent's country of origin



6.2.2 In relation to years living in Barcelona

The chart shows how approximately half the pupils participating in the city were actually born in Barcelona and another 8 had spent more than five years living in Barcelona. One third of the pupils had been living in Barcelona for less than five years.

Figure 21. Years in Barcelona



6.2.3 In relation to academic attainment by parents

A vast majority of pupils did not know if and for how long their parents had studied. Many stated their parents had gone to university. This data was then corroborated with the tutor who informed that only a small number of parents had university degrees. The vast majority had gone to primary school.

6.2.4 In relation to socioeconomic background of families

Data obtained from the document *Projecte Lingüístic de Centre* (2014) states the following: “In relation to the year 2010, the socioeconomic situation of the school has changed radically as the socioeconomic background of the families is worse and the school has less resources (...) the economic crisis has affected the families in the neighbourhood” (p. 4). This is corroborated by the AL teacher who stated that basic needs such as food and clean clothes are often lacking among pupils. Data in relation to socioeconomic characteristics of families who live in the Raval neighbourhood, also certify this fact (Departament d’Estadística, 2016).

6.2.5 In relation to heritage language of pupils, language use and attitudes towards languages

For the purpose of this study monolingual pupils are described linguistically as pupils who speak Spanish at home and occasionally Catalan. These are the main characteristics of pupils who originally come from Central and South America. Only 2 pupils were of Catalan heritage origin. Out of the 45 pupils, 10 are monolingual.

Plurilingual pupils are those who speak 1 or more languages at home which are different from curricula languages. However, the majority of the pupils who speak more than one language at home speak also one curricula language at home which is usually Spanish. Plurilingual pupils generally speak two or three languages at home. They speak Urdu, Bengali and Arabic²⁰. These languages are used frequently at home with Spanish. 35 pupils speak languages other than curricula languages at home.

²⁰ Besides Urdu, Bengali and Arabic, there was 1 speaker of the following languages: Romanian, Portuguese, Chinese and 2 speakers of Illocano. Due to the reduced number of speakers of these languages they do not appear on the grid because they are not descriptively significant.

The following data has been extracted from the **LBQ** and for categorization purposes, is divided according to the linguistic nature of the pupils. The data obtained from 6 of the 16 questions is displayed as these questions are considered the most relevant in order to define pupils' language use and the feelings they have towards the languages they speak.

Table 9. Monolingual pupils: language use

MONOLINGUAL PUPILS		Cases
Total		10
Number of languages spoken at home	One language	8
	Two languages	2
Languages spoken at home	Only Spanish	8
	Spanish and Catalan	2
6 What languages do you speak to your close friends?	Only Spanish	5
	Spanish and Catalan	5
11. Which language are you more comfortable in when you are with your friends at school?	Spanish and Catalan	5
	Spanish	4
	Catalan	1
12. Which language are you more comfortable in when you are with your friends out of school?	Spanish	9
	Spanish and Catalan	1
13. Which language do you think you are better in? (spoken language)	Spanish	8
	Catalan	1
	Spanish and Catalan	1
14. Which language do you feel more comfortable with when you write?	Spanish	8
	Spanish and Catalan	2
16. Which language do you think is less important for the future generation? If you had to sacrifice one, which one would it be?	Catalan	7
	English	1
	Spanish	1
	Spanish and English	1

Table 10. Plurilingual pupils: language use

PLURILINGUAL PUPILS		Cases
Total		35
Number of languages spoken at home (mother, father and brothers and sisters)	One language	3
	Two languages	20
	Three or four languages	12
Languages spoken at home	Spanish	27
	Catalan	6
	English	9
	Urdú	12
	Bangla	7
	Arab	7
	Others*	13
6 What languages do you speak to your close friends?	Only Spanish	13
	Spanish and Catalan	3
	Spanish and Urdu	8
	Spanish and Arab	2
	Other combinations	8
11. Which language are you more comfortable in when you are with your friends at school?	Spanish and Catalan	8
	Spanish	11
	Catalan	1
	Urdú, Catalan and Spanish	4
	Other combinations	11
12. Which language are you more comfortable in when you are with your friends out of school?	Spanish	14
	Catalan	2
	Spanish and Catalan	0
	Bangla and Spanish	4
	Urdu and Spanish	3
	Arab and Spanish	3
	Other combinations	9
13. Which language do you think you are better in? (spoken language)	Spanish	10
	Catalan	1
	Spanish and Catalan	2
	Urdú and Spanish	3
	Other combinations	19
14. Which language do you feel more comfortable with when you write?	Spanish	14
	Catalan	5
	Spanish and Catalan	3
	Other combinations	13
16. Which language do you think is less important for the future generation? If you had to sacrifice one, which one would it be?	Catalan	20
	Spanish	1
	Spanish and Catalan	1
	Other combinations	13

Spanish is the language used predominantly with friends by monolingual speakers: it is the dominant language with friends outside school and it is combined with Catalan in school.

Spanish is also the language of interaction used by plurilingual speakers with friends in and out of school even though it is often used together with Catalan and other HLs.

Spanish is the language in which monolingual and plurilingual pupils feel most comfortable and most competent in and Catalan is the language which both monolingual and plurilingual pupils value least.

In order to conclude this section, based on the data displayed above, it is deemed necessary to highlight the following:

- ✓ 50% of the participants in this study have received all their schooling in Catalonia.
- ✓ 78.5% of the participants in this study speak languages other than Catalan and Spanish at home.
- ✓ 49% of pupils are of Pakistani origin.
- ✓ Nearly all the participants in this study fall under the three characteristics that condition academic achievement as suggested by Cummins (2014, 2017), Haneda (2014) among others: diverse HL speakers, low socioeconomic status and marginalized groups. As shall be referred to in 6.4.3.1.1, average academic marks of the participants in this study are low or very low.
- ✓ Spanish is the language ‘par excellence’ in most spheres of participants’ lives. It is important to highlight that participants receive 3 hours of Spanish a week. All other subjects are taught in Catalan except English which is taught 2 hours a week.
- ✓ When participants are asked what languages they employ when they are with their friends in and out of school answers vary: Spanish is the main language of socialization.
- ✓ Catalan is the language participants value the least regardless of the fact that Catalan is the language the school promotes as necessary in order to progress within the Catalan society. Qualitative data supports these views.

6.3 The methodology

The study presented here is exploratory and is based on grounded theory, that is, initial observation should generate theory grounded on observation. The results of grounded theory are not a “reporting of facts but a set of probability statements about the relationship between concepts, or an integrated set of conceptual hypotheses developed from empirical data”. (Glaser, 1998, p. 22).

Conclusions drawn from the pilot study and a previous 6 week observation period led to the formulation of a sequence of hypothesis which reverted to research questions. Data collected during the project implementation period that followed the observation was expected to validate the adequacy and usefulness of the hypothesis and answer the research questions (see Creese & Blackledge, 2015b; Cummins & Early, 2011; Norton, 2014b).

The research paradigms followed in this study are mainly postpositivist and interpretivist. Within the grounded theory methodology which frames this study, a mixed-method approach has been adopted as the data collected is both qualitative and quantitative. All quantitative data obtained from the instruments is complemented with qualitative data.

In relation to this study, the reasons for this approach are twofold:

- a) It is thought that in order to draw more faithful conclusions from the results, all data must be treated through the two lenses. The standing point adopted in this study views the learner holistically which entails not only comparing the sequence of final language marks of pupils for example, but also collecting their thoughts and experiences during the process of learning these languages.
- b) On the other hand, a mixed-method approach is adopted in order to overcome possible limitations of data derived from the age group of the participants in the study, young learners, and the short time elapse of the project development.

From an interpretivist lens, qualitative data has been analysed in two ways:

- a) **Deductively** in order to complement quantitative data, therefore employing pre-established categories to analyse the data.
- b) **Inductively** as data categories have emerged from the experience undergone by the pupils during the project development.

As suggested by Glaser (2001), it is the data that confirms the theory and it is, therefore, in the sorting period of data collection that the researcher can resort to research already carried out in the field. Much of the theoretical outcomes of this study (i.e. Plurilingual Identity (PI), Efficient Plurilingual Language User (EPLU) and Language Identity Texts (LITs)) are based on data collected during the observation and the project implementation period.

Following Cummins & Early (2011), the relationship between theory and practice is a bidirectional process, in which practice generates theory which in turn redefines and “acts as a catalyst for new directions in practice” (p. 23). According to the authors, within these

parameters, theoretical claims cannot be examined in terms of validity or invalidity, but rather in their adequacy or usefulness in relation to the hypothesis. Adequacy relates to the consistency and coherence of the empirical data in relation to the claims of the theoretical framework. Usefulness on the other hand, refers to the utility of the study and its possible contribution to improve educational practices and policies.

I would suggest that regarding this study through the lens of adequacy and usefulness entails positioning educational practices at the level of the theoretical framework in which they are embedded. As stated by Creese and Blackledge (2015b), from an ethnographic perspective, a researcher must attempt to deconstruct pre-fixed generalizations and understand how and why they have appeared. This should go hand in hand with a personal reflection on behalf of the researcher regarding her sociocultural positioning and her own pre-conceptions.

This study is grounded on concrete classroom practice. On the other hand, long-term effects of the project developed in the school are already visible, as teachers are adapting materials and modifying their teaching strategies. The usefulness of this research resides in a pre-established and agreed need, based on observation and professional experience that the teaching and learning of languages must change.

In the following section I shall refer to the hypothesis, research questions and aims formulated for the study and relate them to the instruments employed which will also be explained in depth.

6.3.1 Hypothesis, research questions and aims

I shall now list the hypothesis, research questions and aims set for this study which surfaced from the pilot study (see Sugranyes & González Davies, 2014) and the 6 week observation period. Following is a grid which shows the different phases of the study and how they are structured. These are then related to the aims formulated for the study, the tasks undergone, and by whom, the instruments and when they were employed.

6.3.1.1 Hypothesis

Hypothesis 1 (H1): The use of HLs in the class affirms pupils' PI.

Hypothesis 2 (H2): PI is relevant to investment in the additional language classroom (ALC).

Hypothesis 3 (H3): PI affirmation in the ALC affects academic performance in English as an AL.

Hypothesis 4 (H4): A plurilingual approach to teaching affects teachers' attitudes towards teaching languages

6.3.1.2 Research questions

The following research questions (RQ) have been formulated in order to validate the above hypotheses.

RQ1. Does the use of HLs in the additional language classroom affirm learner's plurilingual identity as plurilingual speakers? (H1)

RQ2. Does PI affirmation affect investment? (H2)

RQ3. Does PI affirmation affect academic performance? (H3)

RQ4. Is Translation in other Learning Contexts (TOLC) useful to explore questions 2 and 3? (H2, H3)

RQ5. Are LITs useful to explore RQ 2 and 3? (H2, H3)

RQ6. Does a plurilingual approach to teaching affect teachers' attitudes towards teaching languages? (H4)

6.3.1.3 Aims

The following aims have been established:

1. Establish a theoretical framework and a rationale to include the plurilingual paradigm in AL in primary schools in Catalonia
2. Analyze the approach adopted by the Catalan education system in relation to the languages spoken in Catalonia and taught at schools according to official government education decrees.
3. Describe languages and language learning at the chosen school and at the pupils' homes
 - 3.1 Observe and record the beliefs, experiences and perceptions of pupils and teachers regarding how their own language(s) and the languages they are teaching and learning at school are used.
 - 3.2 Observe and record what role HLs play within the chosen school context.
 - 3.3 Observe and record pupils' and teachers' attitudes and motivation towards languages and language learning.

4. Design learning materials based on a plurilingual approach to Additional Language teaching and learning (IPA) and the findings in the pilot study.
5. Implement the aforementioned learning materials to record their effect on the participants in the study.
6. Suggest whether and in what ways a plurilingual approach to languages can improve academic performance in English.
7. Suggest whether and in what way using HLs in the ALC affirms learner's PI.
8. Suggest whether and in what ways a plurilingual approach to languages can have positive effects on investment.
9. Suggest whether and in what ways a plurilingual approach to languages can affect the teacher's attitudes towards languages.

Following is the grid which relates the aims of the study to the tasks undergone and the instruments employed.

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Table 11. Aims of the study

Period		Objectives	Tasks	Participants	Details of Phases and Instruments
Pre-Project & Post-Project	Sept 2014-March 2015 / December 2016	(O1) Establish a theoretical framework and a rationale to include the plurilingual paradigm in AL in primary schools in Catalonia	Literature revision and pilot study	Researcher	Development of theoretical framework
		(O2) Analyze the approach of the Catalan education system in relation to the languages spoken in Catalonia and taught at school according to official government Education decrees.	Literature revision + interviews with experts on Catalan education system		Analysis of the approach
		(O3) Observe and record languages at the chosen school(s)	Analysis of official school documents (Pla Lingüístic, Aula Acol·lida, etc.)		Analysis of official school documents
Pre-Project	Jan-Mar 2015	(O3.1) Observe and record the beliefs, experiences and perceptions of pupils and teachers regarding how their own language(s) and the languages they are teaching and learning at school are used.	Development of SSI and LBQ RIT Pre-project classroom observation, RD	Pupils	SSI is carried out before the project is developed and LBQ is also issued
		(O3.2) Observe what role the HLs play within the chosen school context.		Teacher	Interviews prior to the development of the project are carried out with the AL teacher
		(O3.2) Observe what role the HLs play within the chosen school context.		Researcher	Classroom observation takes place and data is collected in the RD
		(O3.3) Record pupils' attitudes and motivation towards languages and language learning	ATMBT-PRE	Pupils	ATMBT-PRE is issued to pupils in order to determine pupils' attitudes and motivation towards languages and language learning before the project is developed
		(O4) Design learning materials based on a plurilingual approach to ALT and the findings in the pilot study by using HLs in the AL classroom	Project design	Researcher and teacher	Students will work on a project which will have been specifically-designed taking into account the theoretical framework developed and the pre-project observation period
Project Implementation	Mar-May 2015	(O5) Implement aforementioned learning materials (O5.1) Observe and record the use of TOLC (O5.2) Observe and record the use of LITs	Implementation of The Storybook Project	Pupils	Pupils develop the project. AS are developed 7 times during the project implementation where a group of 5 pupils is asked about the project
				Teacher	Interviews during the development of the project are carried out with the AL teacher
				Researcher	Data collection RD based on observations and AS

Period		Objectives	Tasks	Participants	Details of Phases and Instruments
Post-Project	May-June 2015	(O.3.1 + O.3.2) Observe and record the beliefs, experiences and perceptions of pupils and teachers regarding how their own language(s) and the languages they are teaching and learning at school are used.	ATMBT-POST - FFG - Final Recorded Interview (RIT)	Pupils Teacher	ATMBT POST is reissued in order to determine whether students and / or teachers' perceptions of using heritage languages has affected pupils' motivation and attitudes towards languages and language learning have changed after having participated in the project, and if there has been a change, establish its nature. FFG is developed after the project has been developed Final interview with AL is developed and audio recorded
	June 2015 – December 2016	(O.6) Suggest whether and in what ways a plurilingual approach to languages can affect academic performance in English	Collect LM for AL before during and after the project Collect LAC before during and after the project Collect BCM (June 2016) Collect and assess translations of stories and analyse, TOLCM Collect and assess stories and analyse, LITM	Researcher	LM for AL and Catalan and Spanish are collected and compared in order to assess whether a plurilingual approach to languages can affect academic performance in English. LAC are collected and compared in order to assess whether a plurilingual approach to languages can affect academic performance in the AL. BCM are collected in June 2016 in order to assess long-term effects of adapting a plurilingual approach Translations from English into all HL are analysed (TOLCM) and creation of stories are assessed (LITsM) in order to evaluate whether TOLC and LITs are useful tools which affect academic performance in the AL
		(O.7) Suggest whether and in what ways a plurilingual approach to languages can affect motivation and attitude towards languages	Analysis of results of ATMBT pre and post test		Analysis of the ATMBT will determine whether a plurilingual approach to languages affects motivation and attitudes towards languages
		(O.8) Suggest whether and in what way using heritage languages in the ALC affirms learner's identity as PI	Analysis of FFG		Analysis of the FFG together with other instruments should determine whether and in what way using languages in the ALC affirms learner's PI
		(O.9) Suggest whether and in what ways a plurilingual approach to languages can affect the teacher's attitudes towards teaching languages	RIT		Analysis of results should determine whether a plurilingual approach to languages affects teacher's attitudes towards teaching languages

6.3.2 Instruments

In the following section I shall list and explain the different instruments designed for this study. Data has been collected both from the pupils, the teacher and the researcher. As mentioned above, instruments to obtain qualitative and quantitative data have been employed. The following section is structured as follows. Firstly, I shall present the instruments and their date of issue, and then I will divide them into qualitative instruments and quantitative instruments and describe each one individually and in depth. The explanation of how the data drawn from the instruments has been analysed is explained in the Results and Discussion section (6.4).

Table 12. Quantitative instruments and date of issue

Participants:	Pupils	Quantitative instruments	Date of issue
		Language Background Questionnaire (LBQ)	26 th , 27 th February 2015 4 th & 5 th March, 2015
		Attitudes and Motivation Battery Test (ATMBT)	PRE-TEST: 5 & 6 March, 2015 POST-TEST: 7 th May, 2015
		Language Marks – Catalan, English and Spanish (LM)	1 st trimester, 2 nd trimester and 3 rd trimester 2014-2015
		Language and audiovisual competence marks (LAC)	1 st trimester, 2 nd trimester and 3 rd trimester 2014-2015
		Basic Competence Marks (BCM)	June 2016
		Translations (TOLCM)	June 2015
		LITs (LITsM)	June 2015

Table 13. Qualitative instruments and date of issue

Participants	Pupils	Qualitative Instruments	Date of issue
		Semi-structured interview (SSI)	26 th , 27 th February 2015 4 th & 5 th March, 2015
		Activity survey (AS)	7 instances during the project development
		Final Focus Group (FFG)	9 th and 10 th June
	Teacher	Recorded Interviews with teacher (RIT)	ongoing
	Researcher	Researcher's diary (RD)	ongoing

6.3.2.1 *Quantitative instruments: Pupils*

6.3.2.1.1 Language background questionnaire

A **Language Background Questionnaire (LBQ)** (Chin & Wigglesworth, 2006) was conceived as a starting point for describing the linguistic repertoire of each pupil. Following is an example of the **LBQ** (an example of the **LBQ** completed by a pupil can be found in Annex 3: Examples of completed instruments):

Figure 19. Language background questionnaire

LANGUAGE USE AND LANGUAGE BACKGROUND

Name:

Date:

Group:

1. Mother's highest education attained:

- a) Primary b) Secondary c) University

2. Father's highest education attained:

- a) Primary b) Secondary c) University
b)

3. What languages do you speak to your mother?

- _____
- a) All the time b) most of the time c) sometimes d) rarely e) not at all

4. What languages do you speak to your father?

- _____
- a) All the time b) most of the time c) sometimes d) rarely e) not at all
b)

5. What languages do you speak to your brothers and sisters?

- _____
- a) All the time b) most of the time c) sometimes d) rarely e) not at all

6) What languages do you speak to your close friends?

- _____
- a) All the time b) most of the time c) sometimes d) rarely e) not at all

7) Do you read _____?

- a) All the time b) most of the time c) sometimes d) rarely e) not at all

8) Do you write in _____?

- a) All the time b) most of the time c) sometimes d) rarely e) not at all

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9. Do you read English?

- a) All the time b) most of the time c) sometimes d) rarely e) not at all

10. Do you write English?

- a) All the time b) most of the time c) sometimes d) rarely e) not at all

SPOKEN LANGUAGE

11. Which language are you more comfortable in when you are with your friends at school? (circle the correct answer)

_____ English Catalan Spanish

12. Which language are you more comfortable in when you are with your friends out of school? (circle the correct answer)

_____ English Catalan Spanish

13. Which language do you think you are better in?

_____ English Catalan Spanish

WRITTEN LANGUAGE

14. Which language do you feel more comfortable with when you write?

_____ English Catalan Spanish

15. Which language do you feel you are better in?

_____ English Catalan Spanish

16. Which language do you think is less important for the future generation? If you had to sacrifice one, which one would it be?

_____ English Catalan Spanish

The questionnaire was designed for a plurilingual community and, so, proved to be very appropriate in this setting. The **LBQ** had been piloted in the study developed in 2009. Pupils were given a questionnaire to complete with specific information concerning:

- Linguistic background
- Languages they spoke, read and wrote and how well they spoke them
- How long they had been living in Catalonia
- Language use
- Language importance

Pupils were summoned from the ALC in groups of 7-8 by the researcher in order to answer this questionnaire. The questionnaire is written in English, but the researcher did not make any reference as to which language they had to use. These sessions were audio recorded by the researcher and conducted in English or Catalan indistinctively as pupils' comprehension of the question was considered crucial. The **LBQ** was developed in order to obtain quantitative descriptive data of the pupils (the results of the data obtained are displayed in 6.2).

6.3.2.1.2 The motivation and attitude battery test

A Motivation and Attitude pre and post-test (Bernaus & Gardner, 2008) to compare degrees of motivation and attitudes towards learning Catalan, Spanish and English was administered to the pupils in order to validate H2 and answer RQ2. Below is the **ATMBT** employed (an example of the **ATMBT** completed by a pupil can be found in Annex 3: Examples of completed instruments):

Figure 20. The ATMBT

NOM ALUMNE/A ²¹						
DATA I GRUP						
Omple les graelles amb la numeració amb que t'identifiques en cada cas. No t'equivoquis i tria l'opció correcta de l'1 al 5.						
NO ESTIC GENS D'ACORD	1	2	3	4	5	TOTALMENT D'ACORD
1.	M'agradaria aprendre tanta llengua X com pugués					
2.	Quan he d'explicar alguna cosa a classe de llengua X em sento incòmode					
3.	Els meus pares insisteixen en la necessitat d'aprovar la llengua X					
4.	Em sento tranquil/la quan haig de respondre al professor/a de llengua X					
5.	M'agrada aprendre llengua X					
6.	M'encanta la llengua X					
7.	Si no tinc un examen de llengua X no repasso el que hem fet a classe					
8.	Quan fem activitats orals en grup a classe de llengua X em poso nerviós/a					
9.	Saber llengua X és important per trobar una feina					
10.	No sé escriure bé en la llengua X					
11.	Aprendre llengua X m'interessa perquè el professor/a em valori més					
12.	No tinc cap interès en aprendre llengua X					
13.	Si he de llegir en veu alta a classe de llengua X em poso nerviós/a					
14.	Els meus pares pensen que la llengua X no serveix per res					
15.	Aprendre llengua X m'interessa per tenir bones notes					
16.	Quan fem activitats orals per parelles a classe de llengua X em sento còmode					

²¹ La X fa referència a la llengua catalana, castellana i/o anglesa.

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17. Per a mi, estudiar llengua X és una bona experiència			
18. Quan faig deures de llengua X i no entenc alguna cosa deixo de fer els deures			
19. M'agrada escriure en la llengua X			
20. Penso que la llengua X sona bé			
21. M'ho passo bé a classe de llengua X			
22. Quan lleixo en llengua X i no entenc alguna cosa salto més endavant			
23. Tinc por que els meus companys se'n riguin de mi quan parlo en llengua X_			
24. No tinc cap ganes d'avançar més en el coneixement de llengua _X			
25. M'agradaria saber la llengua X com si fos la meua llengua materna			
26. M'hauria agradat començar a aprendre llengua X abans			
27. A casa m'ajuden a entendre les coses i a fer els deures de llengua X			
28. Aprendre llengua X és important per als meus futurs estudis			
29. M'ho passo bé a la classe de llengua X			
30. Tinc poques ganes d'aprendre llengua X			

The **ATMBT pre-test** determines the degree of motivation a pupil has towards the learning of Catalan, Spanish and English before carrying out The Storybook Project. The **ATMBT post-test** determines if there has been any change in the degree of motivation and attitudes towards learning languages of each pupil and towards which language.

The **ATMBT** chosen for assessing degrees of motivation and attitudes towards languages and language learning is a factor analytic study which brings together a cluster of items bound together by one common underlying factor (Macaro, 2003). The mini-ATMB is a shorter version of the ATMB. It is ideal for students newly-arrived to a linguistic reality as it drastically reduces the number of questionnaire items (30) when compared to the AMTB (Gardner, 1985), which has over 100 items dealing with student motivation regarding only one language. It can also be used to compare different languages and it facilitates comprehension for younger students.

The variables of the questionnaire are as follows²²:

- Integrativeness: This refers to general society-relevant attitudes associated with learning another language, and reflects a dimension of openness to other cultural communities. It is an aggregate of three scales: attitudes towards speakers of different languages, interest in ALs and integrative orientation.
- Attitudes towards the learning situation focusing on two: evaluation of the language teacher and evaluation of the language subjects.
- Motivation: The **ATMBT** measures the three aspects that seem to be most relevant to the classroom context: motivational intensity, desire to learn languages and attitude towards learning languages.
- Language Anxiety: this refers to the feelings of discomfort and concern students can experience when using the language. It is assessed in terms of two different contexts, class anxiety and language use anxiety.
- Two **ATMBT** variables are measured using single items: Instrumental Orientation and Parental Encouragement.

This **ATMBT** was piloted in the study developed in 2009 with 6th year primary 11 and 12 year old year pupils successfully. For the present study (2014-15), 4 items were slightly modified syntactically in order to facilitate comprehension. This was done because it was both observed by the researcher, and then confirmed by the AL teacher, that the level of reading comprehension of pupils was lower than that required in the test.

The test was developed in Catalan and both the teacher and the researcher were present in the classroom when the test was developed. Despite having adapted some items of the **ATMBT**, data analysis has proven that the format of the test was somewhat complex for certain pupils to answer.

As referred to in section 6.3, grounded theory permits re-conceptualization of theory as observation takes place and data are collected simultaneously. This is due to the fact that theory is grounded on the reality which is being analyzed. In this respect, and for the purpose of this study, the concept of motivation, broadly understood as the instrumental and integrative orientations of a learner towards learning a language, has adopted an investment approach which conceives the context in which the learning develops as a determining factor which

²² All variables and categories are underlined.

conditions motivation (The views adopted in relation to investment are extensively explained in section 3.4.3.3).

The **ATMBT** employed in this study does not refer explicitly to the notion of investment. Despite this fact, it was deemed necessary to administer both the **pre** and **post ATMBT** and triangulate the results with qualitative data which could contribute with an investment perspective towards motivation.

The following question was added to the **SSI** with the aim of collecting qualitative data within an investment approach to motivation:

11a) Are you allowed to use your HL at school?

The following answers to this question exemplify the above:

P 6: SSI_6.

[reference to context - Family: motivation and attitudes towards learning languages]

P: Me Catalan when I am here in the

R: In the classroom and Spanish?

P: In the playground and Urdu, a la classe no ens deixen

In these examples pupils refer to an external context which, for the purpose of this study, has been described as coercive as a conditioning factor which affects their learning.

6.3.2.1.3 Marks for the three curricula languages

Marks for English, Catalan and Spanish were collected so as to assess whether AL learning has been affected by adopting a plurilingual approach to languages between the first semester and second and third trimester and validate H3 and answer RQ3. Marks were collected at the end of the first, second and third trimester and were obtained from the AL teacher and the Catalan and Spanish language teacher who gave an overall mark for the subject based on ongoing tasks and activities and a final exam.

6.3.2.1.4 Marks for linguistic and audiovisual competence

Overall linguistic and audiovisual competence marks (the two competences are assessed together) were collected at the end of the three trimesters with the aim of comparing the coherence among language marks and competences in order to guarantee a more faithful description of the pupils.

6.3.2.1.5 Marks for Basic Competences

In order to assess long-term effects of adopting a plurilingual approach to languages, it was deemed necessary to collect the marks obtained by the participants in the study a year after the project had been developed.

The marks for Basic Competences (**BM**) are obtained from the tests all 6th year primary pupils in Catalonia are required to take before finalising the last year at Primary School. In relation to the AL, the test covers the following aspects:

- ✓ Reading and listening comprehension
- ✓ Writing skills which are evaluated through competence discourse and linguistic competence.

6.3.2.1.6 Translation for Other Learning Contexts marks

Final stories developed by pupils have also been marked by evaluating the different translations. A translation assessment scale (González Davies, 2004) has been employed to mark the translations of the stories:

- a. This translation transmits the source message, conforms to the target language conventions, and keeps to the assignment. It would be accepted with few or no changes. Acceptable translation – AT.
- b. This translation contains errors which could hinder the understanding of the text or which do not transmit part of the source message adequately. Acceptable translation, but must be improved – ATI.
- c. This translation contains several errors which imply a lack of comprehension of the source text. Problematic legibility of the target text. No evidence of problem spotting and solving, either with or without the help of strategies. Unacceptable translation – UT.

This scale classifies translation problems as follows:

- Source message which may not be transmitted or incomplete when rendering in the target language.
- Source text comprehension relates to issues such as coherence, register, cohesion, syntax, vocabulary, word order, cultural references which are not comprehended correctly in the source text.

- Transfer skills refer to the suitable application of translation problem spotting and solving skills, i.e. has the pupil solved the translation problem accordingly.
- The target text legibility considers whether the target text is rendered correctly in relation to register, coherence, cohesion, syntax, vocabulary, etc.

Figure 21. The TOLC scale. Source: González Davies, 2004

PROBLEM	MARKS*
Source Message:	
a. Not transmitted.	minus 1 or 2
b. Incomplete without hindering message.	minus 0,25 or 0,5
Source Text Comprehension:	
register, coherence, cohesion, syntax, vocabulary, word order, cultural references, etc.	2 or 3 errors = minus 1
Transfer skills:	
a. Suitable application of translation problema spotting and solving skills.	
b. Resourcing skills.	suitable solution = plus 1 or 2
c. Appropriate completion of the translation commission.	unsuitable solution = minus 1
Target Text Legibility:	
register, coherence, cohesion, syntax, vocabulary, word order, cultural references, conventions of presentation, etc.	2 or 3 errors = minus 1
General impression	plus 1, no change, or minus 1

(Professional) Holistic marking system

For the purpose of this study, this scale has been adapted in order to facilitate comprehension. Each subsection is marked as follows:

- ✓ Poor
- ✓ Average
- ✓ Good
- ✓ Very good

As explained in depth in Chapter 5, pupils create stories in English which are then translated into the different HL of the pupils. All the translations, 27 in total, have been corrected using this scale by users of the different languages: Arabic, Urdu, Hindi, Romanian, Ilocano and Bengali alongside English. It was also deemed important that the proofreaders be language teachers or translators with sensitivity towards languages and language learning. The researcher herself corrected the Catalan and Spanish translations.

The translators were asked to holistically assess the different translations and provide a final mark (UT, AT or ATI).

Translations have been evaluated in order to assess whether they can be a useful tool for promoting motivation and positive attitudes towards language learning in relation to H2 / RQ2 and affect academic performance in the AL with regards to H3 / RQ3.

6.3.2.1.7 Language Identity Text Marks

In order to assess the different stories, the following grid was created by the AL teacher. The AL teacher assessed the different stories and gave an overall and holistic mark for each story.

The stories were marked by the AL teacher using an assessment grid which covered the following areas:

Figure 22. The LITs scale

Title of story	Poor	Average	Good	Very good
General storyline comprehension				
Text coherence				
Syntax				
Use of Vocabulary				

A global mark was given to each story as the stories had been created in groups.

6.3.2.2 Qualitative instruments: Pupils

6.3.2.2.1 Semi-structured interview

Based on the **LBQ** described above (6.3.2.1.1), the **SSI** was developed in order to complement the questionnaire with extra information regarding the pupils' feelings and experiences towards

languages and language use with the aim of collecting additional qualitative data which could complement the quantitative descriptive results at the start of the project development. The **SSI** developed as the pupils answered the **LBQ**. Besides the questions in relation to pupils' language repertoire and use, two other questions (11a and 16 a) were added which expanded questions 11 and 16 in the **LBQ**:

11. Which language are you more comfortable in when you are with your friends at school?

11a) Are you allowed to use your **HL** at school?

16. Which language do you think is less important for the future generation? If you had to sacrifice one, which one would it be?

16a) Imagine I was a magician with the capacity of going into your brain with a magical rubber. If I could rub out one of all the languages you have in your brain, which one would it be?

11a was added in order to add an investment approach to the **ATMBT**. 16a was added with the aim of identifying pupils' views in relation to their languages constellation at the present time as it was considered important to discover the pupils' feelings towards the languages they spoke.

6.3.2.2.2 Final focus group

Once the project had finalized, in groups of 7-8 pupils, the **FFG** was developed based on a survey developed by Corcoll (2013). The final discussion was intended as an activity to gather thoughts and impressions of pupils regarding the usefulness of using their **HL** in the **AL** classroom based on their experience during the development of the project and also to perceive whether their feelings towards languages and language use had been affected. Similarly to the **SSI** developed at the start of the project, pupils welcomed this session and were thoroughly engaged in it.

Following the grounded theory approach, this instrument was designed as the project developed and is based on observations gathered in the **Researcher's Diary (RD)** and in the **AS**.

The **FFG** included the following questions, but was open and flexible for pupils to discuss whatever they pleased:

1. Were you surprised by anything different in the English classes this year?
2. Did you enjoy doing this project?
3. If you did, why?

4. What have you learnt by doing this project?
5. Have you learnt English using your HL(s)?
6. Is translation useful for learning languages?
7. Did you enjoy creating stories?
8. Would you like to do this project again?

6.3.2.2.3 Activity survey

An **AS** was administered to a group of 5 pupils at 7 different instances during the project development. This survey aimed to determine whether pupils had liked the activity, what they had liked, and if anything had surprised them. It was also deemed necessary to collect pupils' thoughts in relation to the project as the project developed in order to obtain a more faithful picture of the whole process. The survey is based on an activity survey designed by Corcoll (2013) and includes the following questions:

Figure 23. The activity survey

Activity survey Name: Date: Group:
T'ha agradat aquesta activitat?
Què és el que més t'ha agradat?
I el que menys t'ha agradat?
T'ha sorprès alguna cosa?
T'agradaria tornar-la a fer un altre dia?
Faries alguna cosa diferent?
Què has après?

The survey was initially intended as an individual activity to be developed once each session had finalized. Despite the fact that the survey was written in Catalan and expected to be answered in Catalan, Spanish or English in order to facilitate comprehension and written production, it became obvious from the start that pupils' skills in writing in Catalan were often scarce which increased the difficulty in answering the questions. The researcher therefore opted

to read the questions of the **AS** to each group and promote a small discussion and write the answers herself.

6.3.2.3 *Instruments: teacher and researcher*

6.3.2.3.1 Recorded interviews with the additional language teacher

The researcher and the teacher met in order to plan each session and analyse the previous one. During the observation period, the **RIT** took place weekly and enabled the researcher to get to know the school and the pupils from the teacher's perspective and also gather the teacher's views on teaching languages and pupils' HL. All interviews were audio recorded. Once the project had finalised, the teacher and the researcher met and conclusions regarding the project were discussed.

6.3.2.3.2 The researcher's diary

The **RD** was completed as each session developed and after each session. Based on an observation grid developed by González Davies (2014), noteworthy comments regarding use of translation and HL were registered as well as signs of plurilingual identity manifested by pupils. Other information related to methodological aspects developed by the AL teacher was also registered. Each entry of the diary was structured as follows:

Figure 24. The researcher's diary

Aims of the session:	Pupils	Teacher
<ul style="list-style-type: none"> ▪ Noteworthy comments regarding use of translation ▪ Noteworthy comments regarding use of HL ▪ Evidence of plurilingual identity ▪ Evidence of effective AL teaching and learning ▪ Other relevant information 		

6.4 Results and discussion

I will now present the most relevant results drawn from a thorough analysis of the data obtained during the study and then discuss the results in relation to each hypothesis and research questions formulated.

6.4.1 Hypothesis 1: The use of heritage languages in the class affirms pupils' plurilingual identity.

In order to validate H1 and answer RQ1, qualitative data was collected and has been analysed. The data is drawn from the instruments **Semi Structured Interviews (SSI)**, **Activity Survey (AS)**, **Final Focus Group (FFG)**, **Researcher's Diary (RD)** and the **Recorded Interviews with the AI teacher (RIT)**. Data in relation to H1 has emerged during the development of the project. In coherence with the grounded methodology employed in this study, it is based on the pupils' experience of the learning process following a plurilingual approach to learning languages as it follows Corbin and Strauss's views on qualitative research analysis (2008) According to the authors, "qualitative research requires (...) an intuitive sense of what is going on in the data, trust in the self and the research process; and the ability to remain creative, flexible, and true to the data all at the same time" (p. 16).

It is important to highlight the fact that whereas data is obtained from the pupils outputs (**SSI**, **AS** and **FFG**), from a holistic perspective it is deemed necessary that the teacher's views also be included (**RIT**) as well as researcher's observations (**RD**) in order to triangulate the results.

The data has been analysed using the qualitative research software Atlas Ti 2015²³. Following is an account of how this data has been categorized.

Firstly, a hermeneutic unit was created and data collected in the **SSI**, the **AS**, the **FFG**, the **RIT**, and the **RD** instruments were transcribed²⁴:

Figure 25. The hermeneutic unit

²³ All the qualitative data has been categorised following the procedure described.

²⁴ The letter 'P' for pupil is used in the **SSI** transcription as the interviews were audio recorded, which has impeded the identification of each pupil. The first 2 initials of the pupils are used in the transcription in the **FFG** as they were video recorded and the pupils could be identified. As for the **AS**, the names of the pupils were not registered, the researcher kept an account of who had participated in the **AS**. T stands for teacher and R stands for researcher.

SSPOST - ATLAS.ti

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P-Docs P15: FFG_4.docx Quotes Codes classroom atmos Memos

P15: FFG_4.docx

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P22 F
P23 F

035 R: I tu on vas néixer, AL?
036 AL: Al Pakistan
037 R: I quants anys tenies quan vas venir aquí?
038 AL: Més o menys 3 anys i mig
039 R: Val, tres i mig. Escolten, m'heu d'escoltar perquè això és súper important. Saps què passa? Que si et mous no sortiràs a la càmera. Posa't més al costat del KI i així sortiràs. Veu què bé. A vosaltres us ha sorprès alguna cosa del que hem fet d'aquest projecte que hem fet?
040 P1: Pues sí, hemos aprendido más cosas
041 R: ¿Más cosas tipo qué? Anem a puntualitzar
042 OM: Que uno nace en brazil y otro en otro pais, como hablaban,
043 KI: Yo he aprendido
044 R: A veure, parla més fort, més alt i més clar
045 KI: He aprendido
046 R: En català sisplau
047 KI: He après d'altres països, de Brazil, Romania, *Pakistan*
048 AL: A mi, com escriuen els altres
049 R: Com per exemple?
050 AL: Que el Marroc escriuen per allà i, *aixins* i més coses
051 R: Ah sí? com quines?
052 AL: No sé
053 R: A tu, JO, què t'ha sorprès?
054 JO: Jo he après que els meus companys parlen idiomes diferents amb lletres molt rares i he après més anglès
055 R: Per què has après més anglès?
056 AL: Com llegir, quan vam llegir als petits, bueno, lo típico
057 R: I la CR?
058 CR: Jo com el KI
059 R: Què? Explica'm-ho! hem après les llengües dels altres països
060 R: Tu, AL, què has après?
061 AL: Lo dels idiomes, que l'AL diu que el xinès es pot escriure aixins i aixins

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Name

advice...
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ALB: E...
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A Plurilingual Approach to Language Teaching and Learning in Catalonia: Using Heritage Languages in the Additional Language Classroom

Figure 26. Process of data analysis

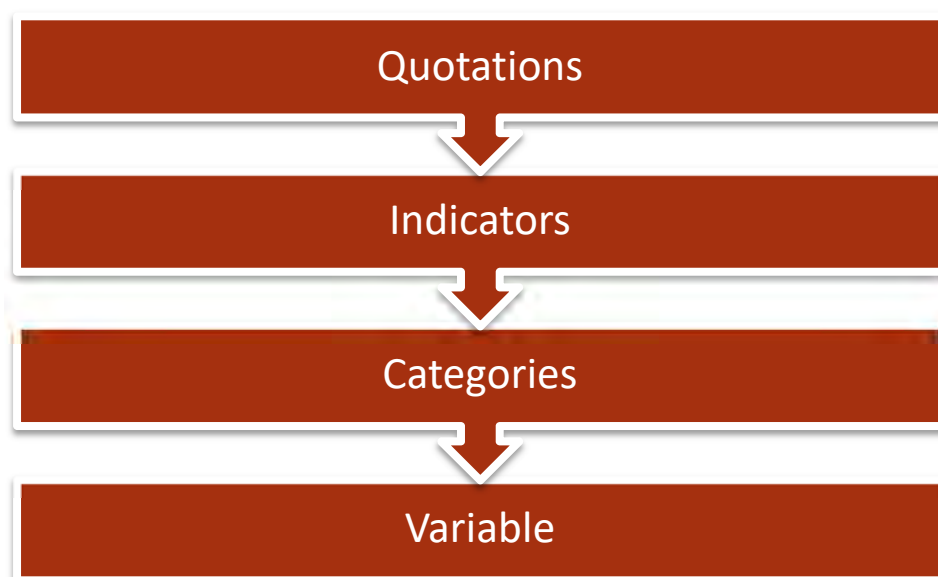


Figure 27. Data categorisation

Name	Size	Author	Created	Modified
LEARNING OUT...	6	Super	12/02/20...	12/02/20...
motivation and ...	8	Super	12/02/20...	24/03/20...
plurilingual ide...	9	Super	12/02/20...	15/03/20...
Teacher's perfor...	2	Super	15/03/20...	15/03/20...
The AL classroom	4	Super	15/02/20...	15/02/20...

Codes in Family (9):	Codes not in family (41):
codeswitching (36-0)	AL class context (8-0)
cultural identity (36-0)	aula acollida (1-0)
enjoyment when referring to HL (33-0)	awareness of having learnt AL (40-0)
language identity (24-0)	awareness of having learnt AL teacher (6-0)
metalinguistic awareness (113-0)	awareness of having learnt HL (53-0)
Refer to HL for socioaffective reasons (43-0)	awareness of having learnt intercultural competence (39-0)
spontaneous translation (12-0)	classroom atmosphere (10-0)
spontaneous use of AL (20-0)	collaborative work (28-0)
unawareness of HL (23-0)	disbelief that a teacher can say a word in their HL (5-0)
	lack of plurilingual competence in teacher (12-0)
	language use pupils (3-0)
	language use pupils-teacher-pupils (2-0)
	low level pupils (5-0)
	motivation towards project (29-0)
	motivation towards project_AL teacher (9-0)

6.4.1.1 Qualitative data to answer research question 1

The variable Plurilingual Identity emerged from the data analysis which validates H1. The categories listed in the grid below describe the variable and each category is defined according

to a set of indicators. Below are selected representative quotations of each category (In Annex 2: Categorised qualitative data) the categories are listed together with all the quotations for each category):

Table 14. Categories: Plurilingual identity

VARIABLE	CATEGORY	INDICATORS	QUOTATIONS
PLURILINGUAL IDENTITY	Code switching	Pupils code switch naturally	P12: FFG_1 Family: plurilingual identity] P4: Dí, do you like brocolí?
	Cultural identity	-Use of possessive adjective /pronoun to refer to own country of origin: <i>'el meu país'</i> -Positive reference to own country /countries -Feeling proud when referring to own country / traditions	P18: FFG_7 [cultural identity - Family: Plurilingual identity] MAN: (laughs) <i>Em dic MAN, vaig néixer aquí però el meu país és el Pakistan</i> AR: <i>Em dic AR, vaig néixer aquí però el meu país és el Pakistan</i> P12: FFG_1 [cultural identity - Family: Plurilingual identity] R: <i>No t'agrada anar al Pakistan?</i> MU: <i>No, no m'agrada tornar</i> P12: FFG_1 [cultural identity - Family: Plurilingual identity] P4: <i>Jo em quedaria al Pakistan, està tota la meva família allà, jo em sento bé al Pakistan.</i>
	Enjoyment when referring to HL	Pupils express joy, are happy when they refer to or when their HL is referred to	P 2: SSI [enjoyment when referring to HL - Family: Plurilingual identity] P: <i>¡Tenemos que hablar Urdú!</i> P: <i>¡Qué guay!</i>
	Language identity	-Positive reference to own HL -Positive reference to languages -Use of possessive adjective/pronoun to refer to own HL	P17: FFG_6 [Language identity - Family: Plurilingual identity] R: <i>En quina llengua?</i> MI: <i>Amb la meva</i> P18: FFG_7 [Language identity - Family: Plurilingual identity] MAN: <i>Jo he après a escriure molt més en urdú, que és la meva llengua perquè abans feia moltes faltes i ara no faig tantes faltes</i> P11: SSI_8 [language identity - Family: Plurilingual identity] P: <i>¿Quitarías tu idioma? Q raro me parece</i>
	Metalinguistic awareness	-Reference is made to similarities and differences among languages -Awareness of what a pupil can or can't do in a language	P 5: SSI_5 [metalinguistic awareness - Family: Plurilingual identity] P: <i>El romanés es igual que el español pero pones una cosa arriba, así, pero no sé</i> P 6: SSI_6 [metalinguistic awareness - Family: Plurilingual identity] R: <i>Tu saps escriure en Àrab?</i> P: <i>En la lletra española sí, pero en la marroquina no sé</i>

VARIABLE	CATEGORY	INDICATORS	QUOTATIONS
	Reference to HL for socioaffective reasons	-Expressing feelings towards HL	P14: FFG [Refer to HL for socioaffective reasons - Family: Plurilingual identity] ALISH: <i>A mi m'ha agradat escriure la meva llengua</i>
	Spontaneous use of AL	AL is used spontaneously in the AL classroom	P 5: SSI_5 [spontaneous use of AL - Family: Plurilingual identity] P: <i>No my mummy, no goed</i>
	Spontaneous translation	Pupils translate spontaneously	P 1: SSI_1 [spontaneous translation - Family: Plurilingual identity] R: <i>Turn over the page</i> P: <i>Giramos</i>
	Spontaneous use of HL	Pupils use their HL spontaneously	P18: FFG_7. [spontaneous use of HL - Family: LEARNING MA: (...) no sé (<i>embarrassed</i>) MAN: <i>Salam Aleikum</i> AR: I quan respons és <i>aleikum salam</i> MA: <i>Nei</i> que és no en urdú
	Unawareness of HL	-Unaware of what pupils can or can't do in their HL -Unaware of name of HL	P11: SSI_8 [unawareness of HL - Family: Plurilingual identity] R: <i>Do you read Panjabi?</i> P: <i>Només el Koran</i> P12: FFG_1 [unawareness of HL - Family: Plurilingual identity] R: <i>Jo a vegades crec parlo un idioma que es diu patawarí, o algo así, que parlo on visc jo en el Paquistán</i>

I shall now turn to describe each of the categories which I have identified as significant for describing the variable Plurilingual Identity (PI).

Code switching: Pupils naturally codeswitch while talking to other pupils or to the teacher. The languages involved vary depending on the language spoken by the teacher or researcher. In the **SSI**, the researcher spoke more in English and the pupils codeswitched in English / Spanish and Catalan mainly. The language of communication of the **FFG** was Catalan and the pupils code switched between Catalan and Spanish. Codeswitching between a curricula language and pupils' HLs was scarce.

Cultural identity: Pupils refer to their country of origin. References are always positive and pupils are proud of where they come from. Pupils use the possessive adjective / pronoun to refer to their country of origin.

Enjoyment when referring to HL: Pupils are happy when they refer to their HL and this can be expressed both verbally and non-verbally. In the same way, when the researcher or the teacher refer to their HL or actually says a word or expression in pupils' HL, the reaction is positive.

Language identity: Similarly to the subcategory described above, language identity refers to the feeling of pertinence pupils ascribe to their HL. Many may not know how to write or read in their HL but it is still their language and they feel proud of their HL.

Metalinguistic awareness: Pupils refer to their HL by making connections, by significantly integrating their Dominant Language Constellation (DLC) within the classroom setting. Pupils moreover, refer to the languages they know and they make visible the similarities and differences among the different languages that conform their DLC. Pupils also become aware of what they are able to do in the different languages they know.

Reference to HL for socio-affective reasons: Pupils feel comfortable, content and refer to their HL and the way they feel when they speak in their HL

Spontaneous use of AL: Pupils spontaneously speak in English without their being a significant academic reason.

Spontaneous use of HL: Pupils interact in their HL freely and openly. The implications of 'freely' in this context, I would argue, suggest that pupils do not feel impeded to use their HL. 'Openly' on the other hand, implies that pupils do not feel prejudiced and feel self-confident that heritage language use is not only accepted but also acknowledged in the classroom

Spontaneous translation: Pupils translate spontaneously and as an aid to facilitate understanding.

Unawareness of HL: Pupils express they are unaware of what language they speak and of what they are able to do in their HL.

Next I shall provide the list of categories with the frequency of quotations that each category includes. This relation is provided because it is considered significant to make visible how and in what proportion pupils express and feel their PI on the one hand and express what they can do in relation to it on the other.

Code Family "Plurilingual identity"

- ✓ Codeswitching {36}
- ✓ Cultural identity {36}

- ✓ Enjoyment when referring to HL {33}
- ✓ Language identity {24}
- ✓ Metalinguistic awareness {113}
- ✓ Refer to HL for socio-affective reasons {42}
- ✓ Spontaneous translation {12}
- ✓ Spontaneous use of AL {20}
- ✓ Unawareness of HL {23}
- ✓ Spontaneous use of HL {8}

I will now turn to discuss the results obtained in relation to H1.

6.4.1.2 Discussion of research question 1 / Hypothesis 1

In order to discuss the results obtained from the data analysis, it is important to firstly refer to the process undergone.

An initial observation period developed by the researcher and collected in the **RD** led to the following considerations corroborated with data collected from the pupils and AL teacher:

- ✓ The AL class is described by the researcher as follows (February 2015):

P27: Researcher's diary

[AL class context - Family: The AL classroom]

Nobody smiles; children do not say a word in English but understand everything. Pupils don't do anything

P27: Researcher's diary

[AL class context - Family: The AL classroom]

Motivation: no participation, bad behaviour, no raising hands, no participation

P27: Researcher's diary

[AL class context - Family: The AL classroom]

Non-verbal communication says it all as they waltz into the class

P27: Researcher's diary

[AL class context - Family: The AL classroom]

Classroom is bare / could do so many things

AL classes are in general tense, disciplining overrides socialization and general learning

- ✓ Language dynamics developed in the AL class are described by the researcher as follows:

P27: Researchers diary

[AL class context - Family: The AL classroom] [language use pupils-teacher-pupils - Family: The AL classroom]

Spanish among pupils

Catalan with teacher

P27: Researchers diary

[language use pupils-teacher-pupils - Family: The AL classroom]

Teacher uses Catalan to call for attention: children understand everything in English but do not speak it

P27: Researchers diary

[reference to context - Family: motivation and attitudes towards learning languages]

At the beginning of the class two Moroccans speak in Arabic between them but make sure they are not heard

These observations are confirmed by the pupils as can be seen from the following data:

- ✓ In relation to the use of pupils' HLs:

P16: FFG_5

[Reference to context - Family: motivation and attitudes towards learning languages]

R: *Per què, vosaltres podeu parlar amb el vostre idioma aquí?*

P: *(union) no*

MA: *No ens deixen*

R: *Què diuen?*

MA: *Ens diuen que aquí es parla català o castellà*

P12: FFG_1

[Reference to context - Family: motivation and attitudes towards

MU: *a la classe no ens deixen, jo parlo català o castellà*

P 5: SSI_5

[Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]

P: *Si no nos dejan hablar en urdu, per què és xulo que el sapiguem?*

✓ In relation to the ALC:

P20: AS1

[Reference to context - Family: motivation and attitudes towards learning languages]

MU: *A anglès, només fem anglès*

P14: FFG_3

[reference to context - Family: motivation and attitudes towards learning languages]

R: *I us ha sorprès que els féssim servir (les HLs) a la classe d'anglès?*

IV: *Sí, perquè la classe és la d'anglès*

✓ According to the AL teacher:

P28: RIT

[Reference to context - Family: motivation and attitudes towards learning languages]

T: *i jo em poso en la seva pell, si la sensació que tenen és que a l'escola se'ls hi prohibeix, jo no voldria aprendre'n més*

P28: RIT

[reference to context - Family: motivation and attitudes towards learning languages]

T: *sí que és cert alguns i jo la primera els hem dit que clar, els grans aprofiten per insultar-se en la seva llengua, ells agafen les seva HL com a pantalla, i juguen, m'ha dit no sé què de la teva mare, i no sé, acabes dient prou deixeu de parlar amb la seva HL*

Based on the above observations, the following quotations are considered relevant for the study:

✓ Pupils' HLs are not used in the AL classroom and according to pupils are not allowed to be used in the classroom or in the school; therefore pupils are not able to express themselves freely and openly.

- ✓ No reference is made at all to pupils' background, either linguistic or cultural.
- ✓ Pupils speak in Catalan to the AL teacher and only use English when completing exercises, etc.
- ✓ Pupils speak among each other in Spanish and occasionally – when they feel they are not heard- in their HL.
- ✓ Pupils are often unaware of the languages they speak and what they can do with and in each language.
- ✓ Pupils do not particularly enjoy the AL class.

The context described above is coercive (see 3.4.3.1 for a full account of the term) as the HLs of pupils are not encouraged or visibilised within the learning context. This has led to the formulation of the following research question and consequent hypothesis:

- ✓ Research questions 1 (RQ1): Does the use of HL(s) in the ALC affirm learner's PI as plurilingual speakers?
- ✓ Hypothesis 1 (H1): The use of HLs in the class affirms pupils' PI.

Within a plurilingual approach to language teaching and learning, the project upon which this study is based aimed at providing a natural learning space for pupils to express themselves freely and openly by acknowledging pupils' identity through the visibility and consequent use of their HL in order to learn an AL.

- ✓ Firstly, the use of the HLs of the pupils for developing the story project has boosted their PI because:
 - a) Pupils have been able to make use of their DLC freely and openly while reflecting upon their own process of learning languages and identifying differences and similarities among languages.
 - b) Pupils have felt that their cultural and linguistic background has been not only valued and encouraged but has also been used for learning. Pupils have referred to their feelings and thoughts they have towards the languages they speak and their country of origin. The data collected and shown above certifies this.
- ✓ Secondly, further analysis suggests that the categories obtained for defining the variable Plurilingual identity could be subcategorized into three levels following Oxford's (2011) categorization of learning strategies:
 - Cognitive skills refer to making associations between what the learner already knows and new information.

- Metacognitive skills relate to controlling one own's cognition in relation to the planning, organization and evaluation of the learning process
- Socio-affective skills can be defined according to the interaction with others and the world and the regulation of emotions.

Table 15. Learning strategies

Socio-Affective	Cultural identity
	Language identity
	Unawareness of HL
	Enjoyment when referring to HL
	Refer to HL for socio-affective reasons
Cognitive	Codeswitching
	Spontaneous translation
	Spontaneous use of AL
	Spontaneous use of HL
Metacognitive	Metalinguistic awareness

At a cognitive level, the categories refer to the pupils' productions of the different languages that confirm their DLC.

At a metacognitive level, the category refers to pupils' reflections with regards the learning process and the similarities and differences among languages.

At a socio-affective level, the categories refer to the emotional and social aspects of learning languages.

The frequency of occurrence of the different categories varies greatly depending on whether they are socio-affective, cognitive, or metacognitive as the grid below show:

Table 16. Categorised learning strategies

Level	Category	Frequency	TOTAL
Socio-Affective	Cultural identity	{36}	158
	Language identity	{24}	
	Unawareness of HL	{23}	
	Enjoyment when referring to HL	{33}	
	Refer to HL for socio-affective reasons	{42}	
Cognitive	Codeswitching	{35}	75
	Spontaneous translation	{12}	
	Spontaneous use of AL	{20}	
	Spontaneous use of HL	{8}	
Metacognitive	Metalinguistic awareness	{113}	113

The frequency of occurrences of the different categories which relate to the different learning strategies could suggest that the use of pupils' HLs has had an effect on pupils' PI as from a socio-affective perspective pupils are emotionally attached to their linguistic and cultural background in a positive form as the data shows. They were genuinely surprised that their HLs, in this case, were on the one hand, acknowledged and, on the other, that they could actually be a useful tool for learning. This is so, it could be suggested, because they were granted the space for this to occur. Pupils moreover do not consider their diversity or foreignness as an impediment towards learning or integrating within society, they do not consider it an asset either. It is worth pointing out that unawareness of what language pupils speak (that is: what their language called) appears throughout the data despite it not affecting pupils' emotional relation towards their HL. The indicator 'unawareness of what pupils can do in their HL(s) has also been included. A clear example of this is the following quotation:

P11: SSI

[unawareness of HL - Family: Plurilingual identity]

R: *Do you read Panjabi?*

P: *Només el Koran*

This utterance is produced by an Urdu speaker, who thinks the Koran is written in Panjabi – which she mistakes for Urdu- when it is in fact written in Arabic. As shall be seen in relation to H3, one of the outcomes of the project is that pupils manifest that they have become aware of what they are able to do in their own HL, which relates to their academic performance.

From a cognitive perspective, during the project development, pupils used the languages that conform their Dominant Language Constellation (DLC) for academic purposes (i.e. for translating words, the stories, etc.) but there is not significant evidence that the use of HLs affected pupils' PI cognitively. This may be so due to the short time elapse of the project: pupils were not used to using either their HLs or the AL spontaneously in the AL classroom and the data confirms that it did not have a significant change in relation to the observation period. Pupils continue codeswitching and translating naturally (between Spanish and Catalan and occasionally with English).

Finally, from a metacognitive level, the project development shows that plurilingual speakers have a high metalinguistic awareness. Similarly to above, it is suggested that this is because pupils are granted the space for metalinguistic awareness to occur very much in line with studies developed by Corcoll (2011, 2013). Using pupils' HLs in the ALC has activated pupils' awareness of the competences in their different languages, as well as similarities and differences among languages.

- ✓ Thirdly, noteworthy are the following observations collected by the researcher in the **RD** and in the **RIT** by the teacher under the category Classroom Atmosphere (I have included a selected representation of the quotations, all the quotations are to be found in (Annex 2: Categorised qualitative data).

P27: Researcher's diary

[relaxed classroom - Family: The AL classroom]

OS grabs paper and I say 'hey calma', and he says, re...XX (in Arabic), and I say, what it it? He says 'relax', I'm relaxed.

P27: Researcher's diary

[enjoyment when referring to HL - Family: plurilingual identity]

Pupils are actually laughing and making fun of themselves and of each other, they are relaxed and at ease. They mix languages naturally and even attempt to respond to the teacher's questions in English in a completely spontaneous form

P28: RIT

[Classroom atmosphere - Family: The AL classroom] [motivation towards project_AL teacher]

T: Estic emocionada, súper emocionada, els nens estan, bueno les tutores, estan flipant, diuen, quan arriben a la classe ens expliquen tot el que han fet a anglès, brutal, és que mira què hem fet, i jo dic, no, no, si ja ho estem veient a la classe, súper bé, jo de moment súper bé, és que a més a més em crida molt l'atenció veure alumnes com la SA, que t'ho digui la NU, és que no la coneixeries, no rotllo vaig a veure si cola, mai, mai en cap context

P28: RIT

[classroom atmosphere - Family: The AL classroom]

T: va ser guai, va ser súper guai, jo és que alucino, jo em vaig fixar amb segons quins nens, hi hauran alguns que no, però el que podem treure de molts, el que estic notant més és en temes de participació

In relation to the observations collected by the researcher prior to the project development, it can be seen that introducing HLs in the AL classroom seems to have positively benefited the general atmosphere of the class as pupils appear to be much more relaxed and calm which is a key condition towards successful learning.

All in all, it can be concluded that H1 has been validated as pupils' PI, described thoroughly through the categories shown above, has been affirmed through the visibility and use of their HLs.

Within the grounded theory approach, H1 was formulated as the project developed based on direct observation of the learning context: the pupils, the AL teacher and the pupils' learning. It aimed at observing whether the PI of pupils emerged as HLs were made visible and used purposefully for learning. Pupils manifest their positive feelings and thoughts towards their linguistic and cultural background; they seem to have developed a strong metalinguistic awareness inherent to plurilingual identity according to this study. The atmosphere of the AL classroom also seems to have become more relaxed and favorable for learning to occur; as qualitative data reveals, pupils are actually happy working.

It is concluded that this has become possible because pupils' PI has been acknowledged, valued and also used through the use of their HL and this emerged because a space has been generated for pupils to be and act freely and openly, for being themselves.

6.4.2 Hypothesis 2: Plurilingual identity is relevant to investment in the additional language classroom.

I will firstly show the results in relation to RQ2 in relation to H2. Secondly I will present the results for RQ4 and RQ5 in relation to H2. These 2 questions aim to discover whether TOLC and LITs, the 2 pedagogical tools employed in this study for learning AL, are useful tools for

promoting investment towards learning. I will finally discuss the results corresponding to the 3 RQs together and conclude whether and in which ways H2 is validated.

6.4.2.1 Research question 2: Does plurilingual identity affirmation affect investment?

RQ2 is answered quantitatively and qualitatively. Firstly I will present the quantitative data and then I will refer to the qualitative data.

6.4.2.1.1 Quantitative data to answer research question 2

Quantitative data has been drawn from the **ATMBT pre-test** and **ATMBT post-test** and has been analysed using contrastive statistical analysis. Data analysis has been developed as follows:

- a) Grouping of items according to the different established categories according to Bernus and Gardner (2008).
- b) Observation of tendencies between pre and post-test: a tendency to increase the punctuation in the case of the positive items of each category and a tendency to decrease the punctuation in the case of the negative categories of each category.
- c) A Wilcoxon signed rank test has been performed to contrast the significance of the change in the punctuation of the items of the pre and post-test. This test is used when the values do not show a 'normal distribution' (i.e. the majority of individual values are similar to the average). The test of Kolmogorov-Smirnov proves that the distribution of data is not normal, probably due to the reduced sample of cases in the study.
- d) For the purpose of this study it is assumed that averages are significantly different when the level of significance is below 0.1 as other variables seem to also play an important role in conditioning the results.

The following 2 items show a coherent tendency change as shown in the tables:

- ✓ Attitudes towards learning Catalan: negative items have decreased significantly.
- ✓ Desire to learn languages: The negative items decrease in the three languages which have been tested (English, Spanish and Catalan). Two positive items in relation to Catalan also increase more significantly than the other 2 languages.

Table 17. ATMBT results Catalan : Estadísticos de contraste. Prueba de los rangos con signo de Wilcoxon

Indicator	Z	Sig. asintót. (bilateral)
26. ATMB_POST_CATALANA: M'hauria agradat començar a aprendre llengua X abans 26. ATMB_PRETEST_CATALANA: M'hauria agradat començar a aprendre llengua X abans	-1,319 ^a	0,187
1. ATMB_POST_CATALANA: M'agradaria aprendre tanta llengua X com pugués 1. ATMB_PRETEST_CATALANA: M'agradaria aprendre tanta llengua X com pugués	-2,377 ^b	0,017
25. ATMB_POST_CATALANA: M'agradaria saber la llengua X com si for la meua llengua materna 25. ATMB_PRETEST_CATALANA: M'agradaria saber la llengua X com si for la meua llengua materna	-2,193 ^b	0,028
30. ATMB_POST_CATALANA: Tinc poques ganes d'aprendre llengua X 30. ATMB_PRETEST_CATALANA: Tinc poques ganes d'aprendre llengua X	-1,748 ^a	0,081
12. ATMB_POST_CATALANA: No tinc cap interès en aprendre llengua X 12. ATMB_PRETEST_CATALANA: No tinc cap interès en aprendre llengua X	-,035 ^b	0,972
24. ATMB_POST_CATALANA: No tinc cap ganes d'avançar més en el coneixement de llengua X 24. ATMB_PRETEST_CATALANA: No tinc cap ganes d'avançar més en el coneixement de llengua X	-1,677 ^a	0,094
17. ATMB_POST_CATALANA: Per a mi, estudiar llengua X és una bona experiència 17. ATMB_PRETEST_CATALANA: Per a mi, estudiar llengua X és una bona experiència	-,243 ^a	0,808
20. ATMB_POST_CATALANA: Penso que la llengua X sona bé 20. ATMB_PRETEST_CATALANA: Penso que la llengua X sona bé	-1,353 ^a	0,176
6. ATMB_POST_CATALANA: M'encanta la llengua X 6. ATMB_PRETEST_CATALANA: M'encanta la llengua X	-2,331 ^a	0,020
21. ATMB_POST_CATALANA: M'ho passo bé a classe de llengua X 21. ATMB_PRETEST_CATALANA: M'ho passo bé a classe de llengua X	-,934 ^a	0,350
a. Basado en los rangos positivos b. Basado en los rangos negativos		

Spanish:

Table 18. ATMBT results Spanish. Estadísticos de contraste. Prueba de los rangos con signo de Wilcoxon

Indicator	Z	Sig. asintót. (bilateral)
30. ATMB_POSTTEST_CASTELLANA: Tinc poques ganes d'aprendre llengua X 30. ATMB_PRETEST_CASTELLANA: Tinc poques ganes d'aprendre llengua X	-,997 ^a	,319
12. ATMB_POSTTEST_CASTELLANA: No tinc cap interès en aprendre llengua X 12.ATMB_PRETEST_ CASTELLANA: No tinc cap interès en aprendre llengua X	-1,852 ^a	,064
24. ATMB_POSTTEST_CASTELLANA: No tinc cap ganes d'avançar més en el coneixement de llengua X 24. ATMB_PRETEST_CASTELLANA: No tinc cap ganes d'avançar més en el coneixement de llengua X	-,413 ^a	,680
a. Basado en los rangos positivos b. Basado en los rangos negativos		

English:

Table 19. ATMBT results English. Estadísticos de contraste. Prueba de los rangos con signo de Wilcoxon

Indicator	Z	Sig. asintót. (bilateral)
30. ATMB_POSTTEST_ANGLESA: Tinc poques ganes d'aprendre llengua X 30. ATMB_PRETEST_ANGLESA: Tinc poques ganes d'aprendre llengua X	-1,673 ^a	,094
12. ATMB_POSTTEST_ANGLESA: No tinc cap interès en aprendre llengua X 12. ATMB_PRETEST_ANGLESA: No tinc cap interès en aprendre llengua X	-1,769 ^a	,077
24. ATMB_POSTTEST_ANGLESA: No tinc cap ganes d'avançar més en el coneixement de llengua X 24. ATMB_PRETEST_ANGLESA: No tinc cap ganes d'avançar més en el coneixement de llengua X	-1,800 ^a	,072
a. Basado en los rangos positivos b. Basado en los rangos negativos		

It can be concluded that pupils' motivation towards learning has increased as according to Bernaus and Gardner (2008), the category 'motivation' measures three aspects which according to the authors are relevant to the classroom context: motivational intensity, desire to learn languages and attitudes towards learning languages. Results reveal the following:

- ✓ Pupils' attitudes towards learning Catalan have increased positively as pupils express more positive attitudes towards Catalan once the project had been developed than before the project had been developed.
- ✓ Pupils' desire to learn languages has also increased once the project had been developed.
- ✓ The following categories remain stable before and after the project development: Integrativeness, Attitudes towards the learning situation, language anxiety, instrumental orientation and parental encouragement.

6.4.2.1.2 Qualitative data to answer research question 2

In order to support the quantitative data described above, data has been drawn from the following instruments and has been analysed from a qualitative perspective:

- ✓ **SSI**
- ✓ **FFG**
- ✓ **AS**
- ✓ **RD**
- ✓ **RIT**

In order to obtain and triangulate data that may contribute to the above findings, the data obtained in the abovementioned instruments has been analysed by deductively employing the variables which are established in the **ATMBT**, and seeing whether they appear, and to what extent, in the data:

- ✓ Integrativeness
- ✓ Attitudes towards the learning situation
- ✓ Language anxiety
- ✓ Instrumental orientation
- ✓ Parental encouragement
- ✓ Motivation

In the following grid I shall list the categories which are qualitatively significant to triangulate with the quantitative results presented above. In order to obtain significant categories, I have followed the same process as in 6.4.1.2. The categories, Positive attitudes to languages, Negative attitude towards Catalan, Negative attitude to languages and Motivation for the

project are considered sub categories of the category Motivation as established in the **ATMBT**, They have been described in 6.3.2.1.2.

Table 20. Categories: Motivation and attitudes towards learning

VARIABLE	CATEGORY		INDICATORS	QUOTATIONS
MOTIVATION AND ATTITUDES TOWARDS LEARNING LANGUAGES	Parental encouragement		- Pupils refer to parents /siblings/families as having helped them	P13: FFG_2 [parental encouragement - Family: Motivation and Attitudes towards learning languages] <i>MA: i el meu pare m'ha ajudat perquè jo no sabia escriure en àrab</i>
	Motivation	Negative attitudes towards Catalan	-Pupils refer negatively to Catalan	P 2: SSI_2 [negative feeling towards Catalan - Family: Motivation and Attitudes towards learning languages] <i>P: Esborrar per què no ens importa?</i> <i>T: Exacte</i> <i>P: Català, fuera</i> <i>P: Català, fora</i>
		Negative attitudes to languages	-Pupils express negative attitudes to languages	P27: Researcher's diary. Codes: [negative attitudes towards languages - Family: motivation and attitudes towards learning languages] <i>'a mi me gustaría solo saber Castellano e inglés, las otras lenguas que sé no se hablan en ningún sitio y a veces me da vergüenza hablarlas, yo sólo las hablo en casa'</i>
		Motivation towards project	-pupils show positive attitudes towards project development	P17: FFG_6 [motivation towards project - Family: Motivation and Attitudes towards learning languages] <i>SE: perquè m'agrada, perquè estem tots junts i aprenem els idiomes dels altres</i>
		Positive attitudes towards languages	pupils show positive attitudes towards languages	P13: FFG_2 [positive attitude towards languages - Family: motivation and attitudes towards learning languages] [Refer to HL for socioaffective reasons - Family: plurilingual identity] <i>L: A mi m'ha agradat perquè hem treballat amb la nostra idioma materna i conegut molts idiomes diferents</i>

VARIABLE	CATEGORY	INDICATORS	QUOTATIONS
	Reference to context	Pupils refer to the context as an influencing factor which conditions their learning	<p>P17: FFG_6</p> <p>[reference to context - Families (2): Motivation and Attitudes towards learning languages, Reference to Context]</p> <p>SI: <i>I quan parlem amb el nostre idioma, les professores ens diuen, molt malament, teniu que parlar amb català, i ara les parlem i ens diu molt bé (big smile)</i></p>

The category Motivation has appeared in the qualitative data and therefore is consistent with the quantitative data described above which reveals that pupils' motivation towards languages and attitudes towards languages had changed after the development of the project.

Following is the frequency of occurrence of the different categories established under the category identified as Motivation:

- ✓ Motivation towards project {29}
- ✓ Negative feeling towards Catalan {15}
- ✓ Positive attitudes towards languages {11}
- ✓ Negative attitudes to languages {7}

Two c which are not quantitatively significant but have emerged from a qualitative perspective: Parental encouragement and Reference to context. I will discuss these results in 6.4.2.4.

The category Reference to context can be described as the instances in which pupils refer to the context as an influencing factor which conditions their learning it contributes with an investment perspective to motivation as explained extensively in 3.4.3.3.

The category Parental encouragement has also emerged as significant and refers to the involvement of pupils' families in the project.

Following is the frequency of occurrence of these two categories.

- ✓ Parental encouragement {10}
- ✓ Reference to context {40}

6.4.2.2 *Research question 4: Is translation as Translation for Other Learning Contexts useful to explore research question 2?*

From a qualitative perspective, data is drawn from the following instruments:

- ✓ **FFG**
- ✓ **AS**
- ✓ **RD**
- ✓ **RIT**

The variable Use of TOLC has emerged from the data. This variable has two significant categories: Motivation towards the use of TOLC in the AL classroom and Perception of the use of TOLC as a learning tool. In order to answer RQ4 in relation to H2, the category Motivation towards the use of TOLC in the AL classroom is displayed together with the indicator established to describe the category and a selected representation of quotations (all quotations relevant to each category / variable are in Appendix 2). The frequency of occurrence of the category is also shown.

Table 21. Categories: Use of TOLC in relation to motivation and attitudes towards languages

VARIABLE	CATEGORY	INDICATORS	QUOTATIONS
USE OF TOLC	Motivation towards the use of TOLC in the AL classroom	Enjoyment when using translation	<p>P14: FFG_3 [Family: Use of TOLC] [positive attitude towards languages - Family: Motivation and Attitudes towards learning languages]</p> <p>IV: <i>Sí, perquè és molt divertit escriure en moltes llengües a la classe, com quan fèiem la traducció a les diferents llengües.</i></p>

The frequency of occurrence is the following:

- ✓ Motivation towards the use of TOLC in the AL classroom {15}

6.4.2.3 Research question 5: Are Language Identity Texts useful to explore research question 2?

Data for answering RQ5 in relation to H2 have been obtained from the following qualitative instruments:

- ✓ **FFG**
- ✓ **AS**
- ✓ **RD**
- ✓ **RIT**

The variable Use of LITs has emerged from the data. This variable has two significant categories: Motivation towards the use of LITs in the AL classroom and Perception of the use of LITs as a learning tool. In order to answer RQ4 in relation to H2 and similarly to 6.4.2.2, the category Motivation towards the use of LITs in the AL classroom is displayed together with the indicator established to describe the category and a selected representation of quotations. The frequency of occurrence of the category is also shown.

Table 22. Categories: Use of LITs in relation to motivation and attitudes towards languages

VARIABLE	CATEGORY	INDICATOR	QUOTATION
USE OF LITs	Motivations towards the use of LITs in the AL classroom	Pupils express they enjoyed creating stories	P13: FFG_2 [motivation towards the use of LITs in the AL classroom - Family: Use of LITs] R: i tu AL? Què t'ha agradat més? AL: Treballar amb el conte

The frequency of occurrence is the following:

- ✓ Motivation towards the use of LITs in the AL classroom {13}

6.4.2.4 Discussion of research questions 2, 4, 5 / Hypothesis 2

The results displayed above reveal that pupils' motivation and attitude towards languages have been affected by the development of the project. More specifically, on the one hand pupils' attitudes towards learning Catalan have increased positively as pupils express more positive attitudes towards Catalan once the project had been developed than before the project had been

developed. This is consistent with qualitative data in relation produced by the pupils especially before the project development: pupils express they do not perceive the purposefulness of having to learn Catalan; they do not particularly ‘like’ Catalan and only speak Catalan to the teachers in the school. This was corroborated by the AL teacher:

P28: RIT

[negative attitudes towards languages - Family: motivation and attitudes towards learning languages] [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]

T: diuen, és que yo el urdu no me serveix de nada, els altres diuen el català eh, que sólo hablamos catalán con las maestras, es la llengua acadèmica, i el castellà és la que els agrada més la que parlen amb els amics

Following Lambert (1974), subtractive bilingualism occurs when the learning of any AL does not add to the languages the learners already know but rather affects them negatively. In part, I would suggest this is what occurs in Diverse Learning Contexts (DLCTs) such as the one concerning this study: pupils feel immersed within Catalan and are taught Catalan with the assumption that the context is the same as 30 years ago (pupils with similar linguistic and sociocultural characteristics, teachers who were bilingual and social awareness – so therefore support- of the need to ensure the knowledge of both Catalan and Spanish). The reality, as the setting described in this study reveals, is radically different, and this I would argue, should entail a reconceptualization of how languages are taught.

Interestingly, the study is developed in an AL context. Catalan has been treated as a curricular language together with Spanish and has appeared in the project as a HL used by 2 pupils out of the total of 45 pupils who participated in this study. Out of the 3 languages on which the ATMBT focuses, Catalan is the language that has experienced a significant change. It could be concluded therefore, and in accordance with Cummins (2014a), Little, et al. (2014), Norton and Toohey (2011), that boosting identity through the languages pupils speak affects their wanting to learn other languages: if pupils feel their language is respected, they may feel empathy to other languages.

This is consistent with the category Reference to context which has emerged from the qualitative data. It should be noted, that despite the fact that pupils are not purposefully enquired about this matter, they repeatedly refer to their learning context as coercive which influences their learning and their feelings towards languages. The feelings expressed by the pupils can be summarized as ‘we are not allowed to speak in our HL in the school’. This is coherent with findings by Cummins (2001) in relation to the effects of coercive relationships

of power. These do not favor the process learning and could be indicative of the low results in relation to languages and learning in general.

A plurilingual approach to language teaching and learning entails collaborative relations of power (Cummins, 2014b) based on strengthening and promoting plurilingual identities, basing learning on what pupils take to the classroom. In this respect, the development of the story book project has benefited pupils' attitudes towards learning.

The consistency and relevance of the results drawn from the tests do suggest that pupils' levels of motivation are affected when the context of learning changes: Adopting a plurilingual approach to language learning and teaching which is characterized by collaborative relations of power has affected pupils' attitudes towards learning Catalan, the language pupils conceived as less useful.

Pupils' desire to learn languages also has increased as negative feelings towards language learning have decreased during the project development. This is consistent with qualitative results in relation to their awareness of having learnt languages explained in 6.4.3: pupils perceive they have learnt a lot 'about languages' apart from having learnt AL and their HL. The reason for this, I argue, are obvious: if pupils feel valued, their previous knowledge encouraged, that is their PI is affirmed through the use of their HL, this has an effect on pupils' desire to learn languages. Pupils moreover, may envisage that the use of their HLs in an academic context and for academic purposes as a purpose for them wanting to learn other languages in line with Cho (2000).

These findings are consistent with the outcomes of the pilot study 'The foreign language classroom, a positive context for promoting plurilingualism' (see Sugranyes, 2011; Sugranyes & González Davies, 2014), where pupils' attitudes towards learning languages were affected significantly ($p=0.02$).

The variables Integrativeness, Attitudes towards the learning situation, Language anxiety and Instrumental orientation have not undergone any significant changes. The causes for this vary. Whereas it could be suggested that the time elapse may condition certain results (it could be argued that 3 months is a short period of time for changes to occur), it is true that in the case of integrativeness, qualitatively, pupils do reveal an awareness of having learnt about other HLs and an openness to other cultures. I have categorized this awareness of having learnt about HLs and openness to other cultures as Awareness of Intercultural Competence under the variable Learning Outcomes (see 6.4.3 for a fuller account of this).

With regards the use of TOLC as a useful tool for encouraging motivation and positive attitudes towards languages and language learning, pupils were not used to using translation in the AL classroom and teacher did not employ translation as a pedagogical tool for learning. They were actually banned from using translation in the AL classroom despite the fact that pupils translanguaged naturally (whether codeswitching or translating spontaneously). Pupils express motivation towards the use of TOLC – using translation for learning in contexts other than a translation contexts-. This occurs especially in the **AS** when pupils are asked what they liked in relation to what they had just done. Pupils envisage TOLC as an opportunity for using their HLs in the classroom and this, as stated above, benefits their learning.

In addition, the category Parental encouragement has also emerged from the data and correlates, I would suggest, with the use of TOLC. The use of TOLC implied involving parents and families in the project as pupils asked their families to help them translate, therefore attributing them with a significant role which aids their children's learning. This is particularly significant in DLCTs such as the one concerning this study. As stated by the AL teacher, cultural and socio-economic differences often impede family involvement.

Indicative of the above, is the following quotation also extracted from the **RIT** where the AL teacher refers to the significant number of pupils who have asked their families to authorize their children to participate in the project (this was carried out at the outset of the project, pupils only knew they would be using their HLs in the classroom):

P28: RIT

[parental encouragement - Family: motivation and attitudes towards learning languages]

T: *aquesta és l'altra, que té molt de valor, que ho portessin tots, no t'ho vaig voler dir, però vaig pensar, ho portaran dos, jo patia (...) quan vaig veure que tothom ho havia portat i els que no, jo no ho portat però ho portaré..*

Furthermore, I would suggest that TOLC may be employed as a pedagogical tool for pulling down boundaries between the classroom, the school setting and the social environment as it could contribute towards working within the line of an Efficient Plurilingual Cycle (3.5.2) as suggested earlier on this study. TOLC in DLCTs may act as a facilitating and integrating tool.

It could be therefore concluded, that adopting a plurilingual approach to languages through the use of TOLC also affects family involvement in the school which is also beneficial for learning

Finally, I would also argue that TOLC has benefited collaborative work: pupils were asked to translate the stories in AL into their HLs and were invited to help each other collaboratively. As I shall refer to in 6.4.3, it was not foreseen that pupils would not know how to write in their

HLs. This entailed that pupils had to help each other translate by forming groups of HLs where one pupil would orally translate the AL into the HL and another pupil would write the actual translation. The category Collaborative Work has emerged from the data and relates to the variable Learning Outcomes (6.4.3).

LITs serve for the purpose of this study, as a pedagogical tool for promoting motivation and positive attitudes towards languages. Pupils express their motivation towards the creation of stories in AL and translated into their HLs. I would suggest that the reasons for this are threefold:

- a) Firstly, because pupils are not used to developing a project such as the one proposed in this study, in the AL class. As explained extensively in 6.1.2 (English as an Additional Language in the school), AL classes are characterized by following the course book and completing tasks and activities. The creation of stories involved creative thinking, the use of other competences (artistic and visual), other than purely linguistic competences and collaborative work. The latter will be referred to in 6.4.3 in relation to the learning outcomes of the project.
- b) Secondly, the purposefulness of creating stories motivated pupils to be fully engaged in the project as the stories would be read to younger pupils –some of which would be their brothers and sisters-. The stories moreover, were kept in the school and, at present, are part of the school library.
- c) Thirdly and most importantly, because languages were used significantly and for a specific aim. Not only did pupils perceive that the AL was used for creating a story, but also that their own HL was used for translating the AL which would help younger pupils understand the AL.

To conclude, motivation towards language and language learning in the AL classroom has overall been affected by the plurilingual approach adopted by the AL teacher. Pupils' attitudes towards Catalan have notably changed as quantitative data reveal this fact supported by qualitative data. Pupils' reference to the learning context is also considered significant as it is a conditioning factor towards successful learning. On the other hand, the desire to learn languages has also been affected as pupils have enjoyed working amongst languages. Finally, TOLC and LITs are perceived as pedagogical tools which motivate pupils to learn, work collaboratively and encourage the involvement of families in the project.

6.4.3 Hypothesis 3: Plurilingual identity affirmation in the additional language classroom affects academic performance in English as an additional language

I will firstly show the results in relation to RQ3. RQ3 is answered quantitatively and qualitatively. Next, I will present the results for RQ4 and RQ5 in relation to H3. These 2 questions aim to discover whether TOLC and LITs, the 2 pedagogical tools employed in this study for learning AL, are perceived by the pupils as useful pedagogical tools for learning. I will finally discuss the results corresponding to the 3 RQs together and conclude whether and in which ways H3 is validated.

6.4.3.1 Quantitative data to answer research question 3

Data has been obtained from the following sources to answer RQ3:

- ✓ **Language Marks (LM)** for English, Catalan and Spanish for the three trimesters corresponding to the year 2014-15 (for the purpose of the study, marks for AL are relevant, marks for Catalan and Spanish are also shown in order to observe whether linguistic patterns are similar among the different languages).
- ✓ **Language and Audiovisual Marks (LAC)** for the three semesters are also displayed. These should show a similar pattern as the LM and are used here to validate the consistency of the LMs.
- ✓ **Marks for Basic Competences (BCM)** should reveal whether the project developed has had any long-term effect on pupils' learning.

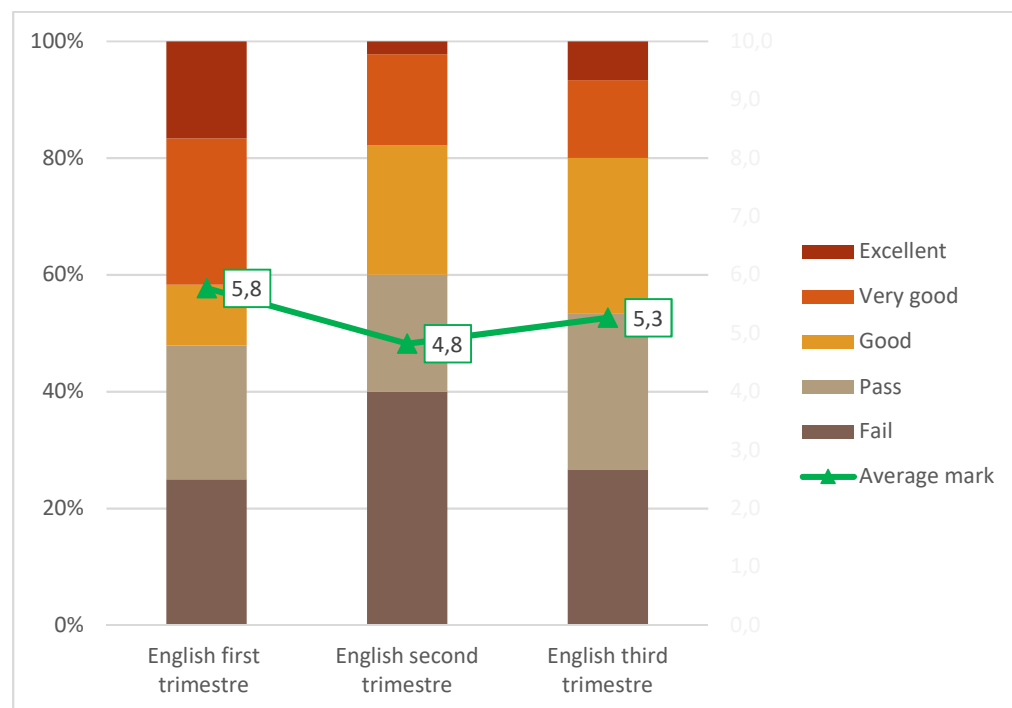
6.4.3.1.1 Marks for English, Catalan and Spanish for the first, second and third trimester

Marks for the three trimesters have compared in order to analyse whether a adopting a plurilingual approach to languages through the use of pupils' has affected pupils' academic achievement:

- ✓ English

The average of the marks for English follows the following tendency: they decrease slightly between the first and second trimester but then slightly increase in the third trimester. Marks for the third trimester, are, however, slightly worse than in the first semester.

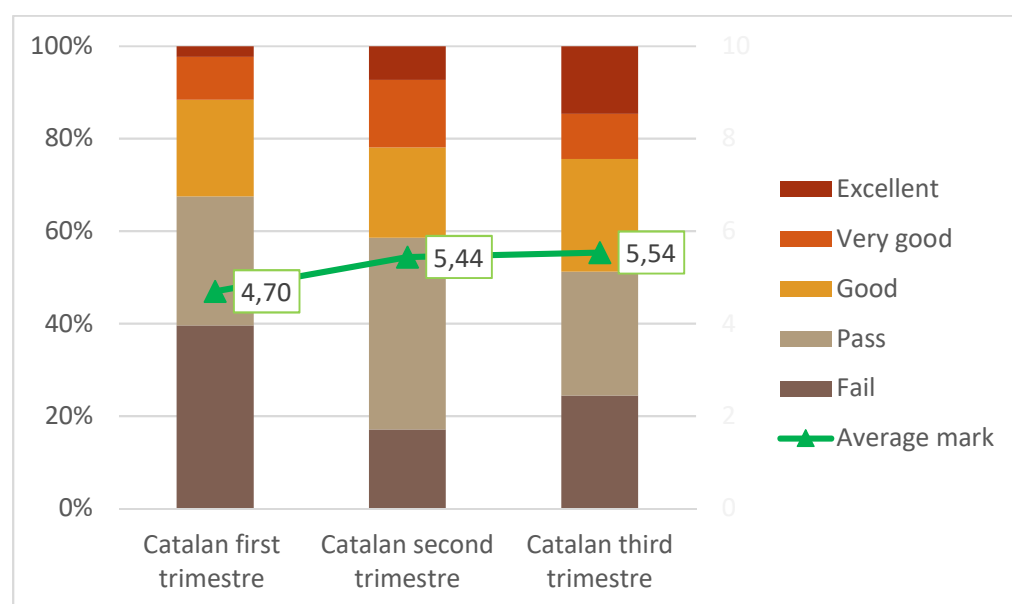
Figure 28. English marks



✓ Catalan

The average of the marks for Catalan shows an ascending line between the first and second trimester which is when the increase is more pronounced. Over the term a progressive increase is shown which places pupils above the 'pass' mark.

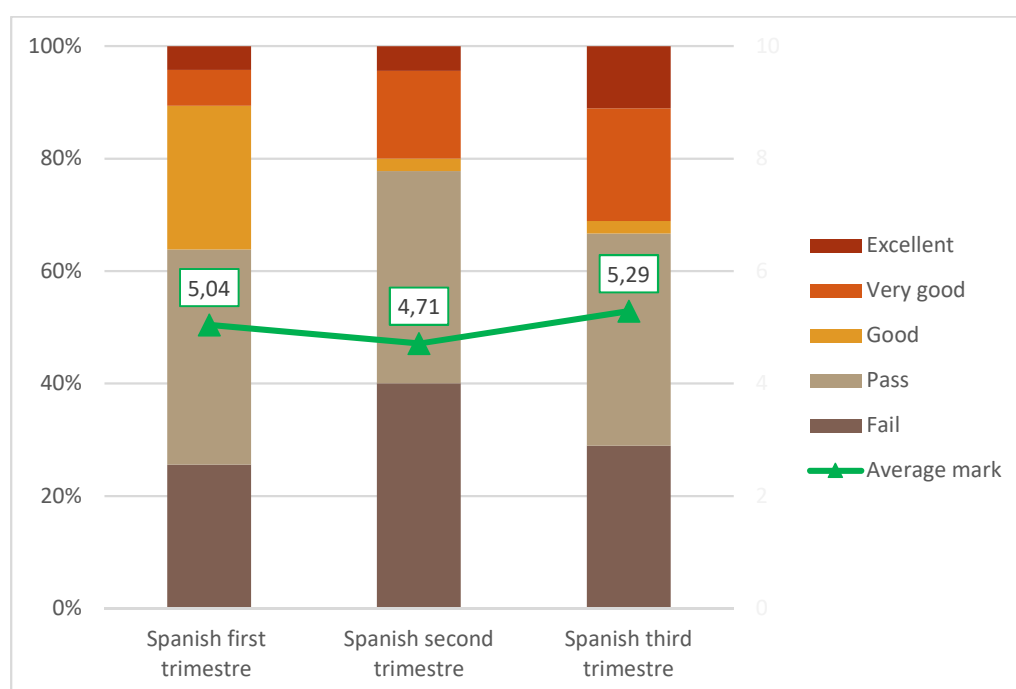
Figure 29. Catalan marks



✓ Spanish

The average of the marks for Spanish decrease between the first and second semester but increase in the third trimester. In the third trimester there are more cases of pupils who have obtained a mark of ‘excellent’ and ‘good’, however the majority of pupils have obtained a ‘pass’ or ‘fail’ mark.

Figure 30. Spanish marks

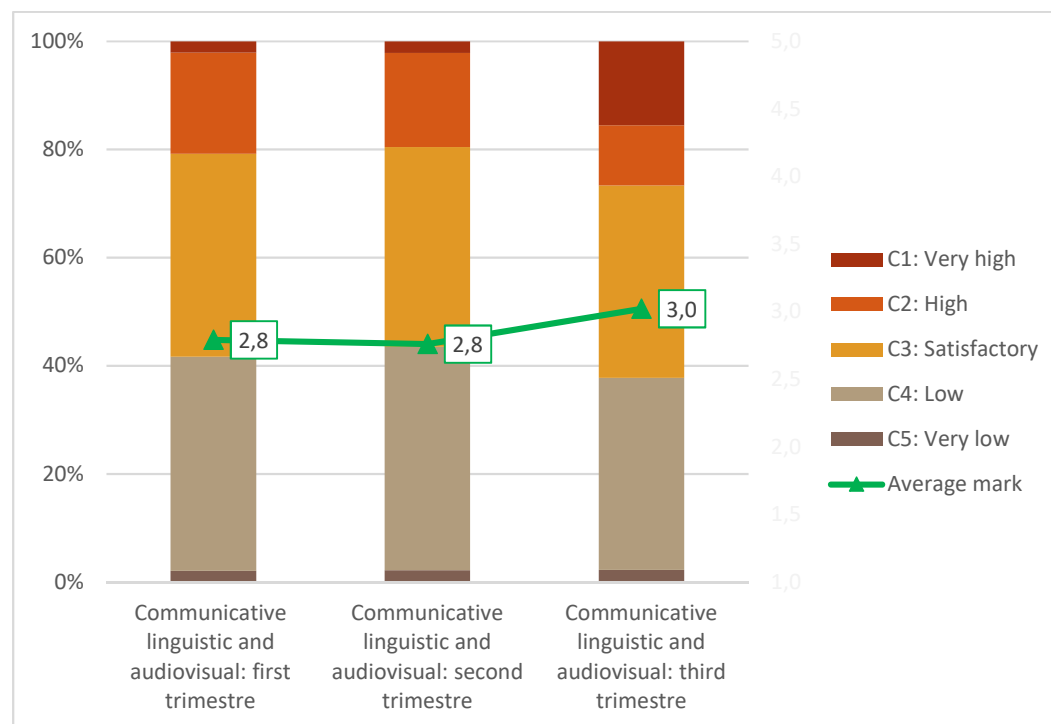


The data reveals that the project has not had a significant impact on the academic achievement of pupils in relation to three curricula languages. A comparison of the three languages does however indicate that the marks for Catalan are the ones that have improved the most (nearly 1 point), even though the improvement is slight. I shall now turn to display the marks for the **LAC** marks to observe whether the tendency is similar as to the **LMs**.

6.4.3.1.2 Linguistic and audiovisual competence marks

The achievement of competences includes various variables, including the communicative, linguistic and audio-visual competence. In this case, a slight increase can be observed between the second and the third trimester.

Figure 31. LAC marks



The tendency of the **LAC** marks is virtually the same as the **LMs**, which validates the consistency of the **LMs**.

6.4.3.1.3 Basic competence marks

The pupils that participated in this study took the Basic Competences test in May 2016, a year after the project concerning this study had been developed.

Results reveal the following:

-Marks for AL were significantly above the average of the school AL marks over the past 5 years. The actual marks obtained by the pupils are confidential. For this purpose they have not been included in the thesis and the researcher was not given permission to use them in the study. The data presented here is based on information provided by the AL teacher and the Director and Head of Studies of the school.

The AL teacher was asked whether on the one hand, the group of pupils participating in the study were academically very good in comparison to other years, and secondly whether marks for other content areas had also been particularly good. The AL teacher responded negatively to both questions.

6.4.3.1.4 Other relevant data

One of the conclusions of the pilot study developed in 2009 highlighted the fact that plurilingual speakers (those pupils who speak two or more languages at home) obtained higher marks in all languages in comparison to their monolingual peers (see Sugranyes & González Davies, 2014, for a discussion on the topic). Despite it not being a main topic of discussion for this study, it is deemed significant to highlight the fact that when crossing language marks and language backgrounds of pupils, results are practically the same as in the pilot study.

Figure 32. Comparison monolingual/plurilingual pupils: English

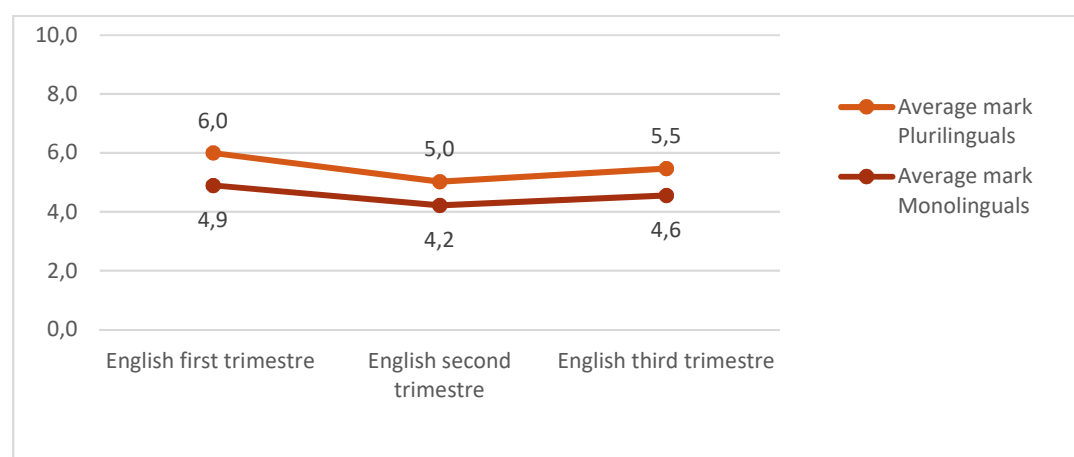


Figure 33. Comparison monolingual/plurilingual pupils: Catalan

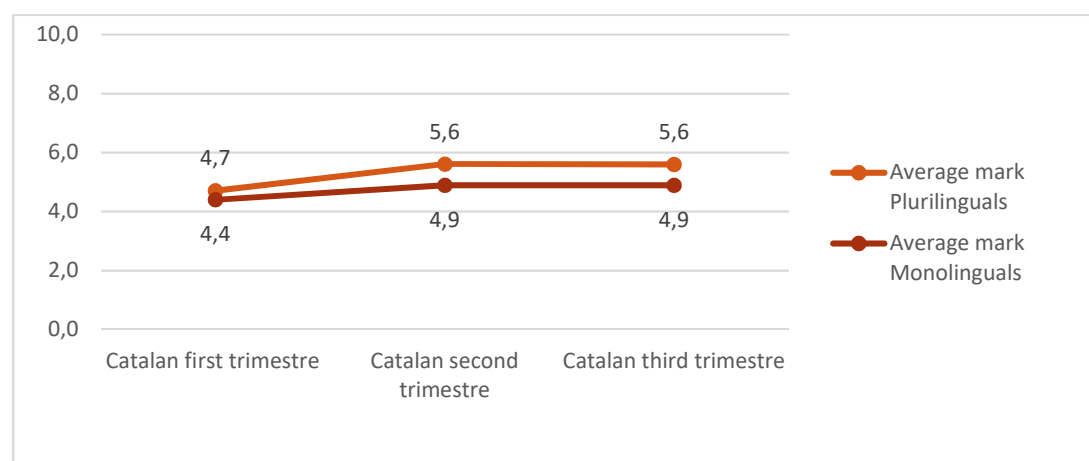
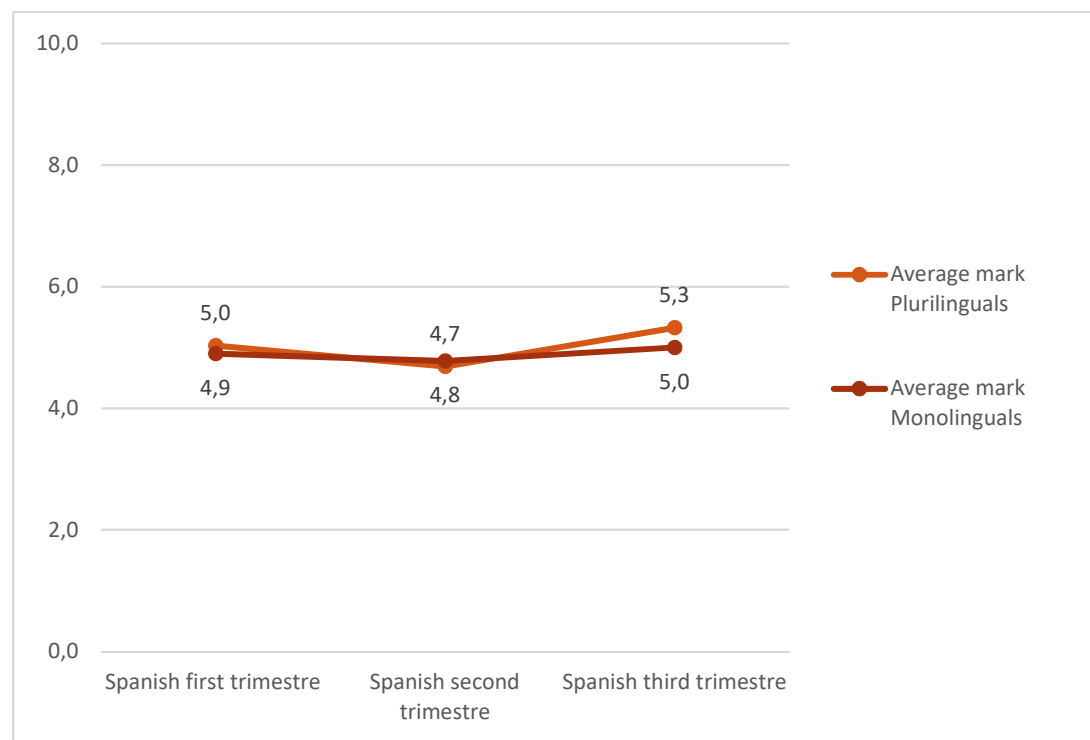


Figure 34. Comparison monolingual/plurilingual pupils: Spanish



6.4.3.2 Qualitative data in relation to research question 3

The following instruments have been analyzed in order to obtain qualitative data to support the quantitative data described above:

- ✓ **FFG**
- ✓ **AS**
- ✓ **RD**
- ✓ **RIT**

Following the same procedure as in 6.4.1, a thorough analysis of this data has led to the identification of the variable Learning outcomes of the project. This variable is defined as the learning outcomes expressed by the pupils in relation to their perception and awareness of what they have learnt from having developed the project. It is coherent with the views postulated in this study where the learning process is based not only on the use of the language, but also on the self-reflection on one's own learning as part of the process (Esteve & Martin-Peris, 2013). The data is corroborated with data extracted from the **RIT** produced by the teacher and the **RD**.

This variable is made up of the following categories which have been identified as significant:

Awareness of having learnt HL: Pupils express they have learnt words and expression in their HL during the development of the project.

Awareness of having learnt AL: Pupils express they have learnt words and expressions in the AL during the development of the project.

Awareness of having learnt intercultural competence: Pupils express that they have learnt about countries / languages/ ways of doing of their peers.

Collaborative work: Pupils refer to having learnt to work in groups and to enjoy this experience

The following grid shows the categories which make up the variable and the indicators and a selected representation of quotations which define them (the list of quotations which define each category can be found in Appendix 3:

Table 23. Categories: Learning outcomes

VARIABLE	CATEGORY	INDICATOR	QUOTATION
LEARNING OUTCOMES OF PROJECT	Awareness of having learnt HL	Pupils express they have learnt words / expressions in their HL	P14: FFG [awareness of having learnt HL - Family: learning outcomes] MU: <i>Primer no sabia que en benghalí s'escribia així, i ahora sé.</i>
	Awareness of having learnt AL	Pupils express they have learnt words / expressions in the AL	P12: FFG [awareness of having learnt AL - Family: learning outcomes] SE: <i>A mi m'ha sorprès perquè jo no sabia res d'anglès, i ara en sé bastant més</i>
	Awareness of having learnt intercultural competence	Pupils express that they have learnt about countries / languages/ ways of doing of their peers	P18: FFG [awareness of having learnt intercultural competence - Family: learning outcomes] DA: <i>perquè mai he vist aquestes lletres tan complicades</i>
	Collaborative work	Reference to working in groups	P13: FFG [collaborative work - Family: learning outcomes] JA: <i>Perquè no sabíem tant treballar en grup, però ara més</i>

The frequency of occurrence is the following:

Awareness of having learnt HL: {52}

Awareness of having learnt AL: {40}

Awareness of having learnt intercultural competence {39}

Collaborative work {28}

6.4.3.3 Research Question 4: Is translation as Translation for Other Learning Contexts useful to explore research question 3?

Quantitative and qualitative data have been collected in order to answer R4 in relation RQ3/H3

6.4.3.3.1 Quantitative data to answer Research Question 4 in relation to Research Question 3

In order to answer RQ4 the translations developed by the pupils have been analysed and assessed using an adapted version of the translation assessment scale (González Davies, 2004). The results should determine whether pupils have learnt to translate and from a holistic perspective whether they are a useful tool towards the learning process. The different translations (from English, which is the source language in all the translations, to the different HLs of the pupils of each group) have been assessed and an overall mark has been given to each of the subsections and a final holistic mark is given to the whole story.

Table 24. Translation assessment: A dog at home

A DOG AT CAMP NOU	Source message	Source text comprehension	Transfer skills	Target text legibility
Arabic	Average	Average	Good	Average
Urdu	Average	Average	Good	Average
Hindi	Average	Average	Good	Average
Final mark	ATI			

Table 25. Translation assessment: Animal rescue

ANIMAL RESCUE	Source message	Source text comprehension	Transfer skills	Target text legibility
Urdu	Average	Good	Good	Good
Arabic	Average	OK	Average	Average
Ilocano	Average	Average	Average	Average
Chinese	Very good	Very good	Very good	Very good
Bengali	Average	Average	Poor	Average
Final mark	ATI			

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Table 26. Translation assessment: *Crazy animals*

CRAZY ANIMALS	Source message	Source text comprehension	Transfer skills	Target legibility text
Urdu	Good	Good	Average	Good
Spanish	Good	Good	Good	Good
Romanian	Good	Good	Average	Average
Bengali	Good	Good	Average	Average
Final Mark	ATI-AT			

Table 27. Translation assessment: *James and the minions*

JAMES AND THE MINIONS	Source message	Source text comprehension	Transfer skills	Target legibility text
Urdu	Poor	Average	Good	Average
Catalan	Very good	Very good	Very good	Very good
Spanish	Very good	Very good	Very good	Very good
Bengali	Poor	Poor	Poor	Poor
Final mark	ATI			

Table 28. Translation assessment: *One group in the plane*

ONE GROUP IN THE PLANE	Source message	Source text comprehension	Transfer skills	Target legibility text
Urdu	Good	Average	Average	Average
Bengali	Poor	Poor	Poor	Poor
Final mark	UT-ATI			

Table 29. Translation assessment: *The big smurf*

THE BIG SMURF	Source message	Source text comprehension	Transfer skills	Target legibility text
Urdu	Poor	Poor	Poor	Poor
Catalan	Good	Good	Good	Good
Spanish	Good	Good	Good	Good
Ilocano	Average	Average	Average	Average
Final mark	ATI			

Table 30. Translation assessment: *The match*

THE MATCH	Source message	Source text comprehension	Transfer skills	Target text legibility
Urdu	Good	Average	Good	Good
Spanish	Good	Good	Good	Good
Final mark	ATI			

Table 31. Translation assessment: *The player who can't play cricket*

THE PLAYER WHO CAN'T PLAY CRICKET	Source message	Source text comprehension	Transfer skills	Target text legibility
Urdu	Poor	Poor	Poor	Poor
Spanish	Average	Poor	Average	Average
Arabic	OK	OK	OK	OK
Final mark	UT			

The assessment of the different translations reveals that in general, the translations have transmitted the source text. Pupils have been able to transfer their linguistic skills from English into their HL and have understood the complex task of translating. Two stories have ‘unacceptable’ translations. This means that the target language is illegible.

6.4.3.3.2 Qualitative data to answer research question 4 in relation to research question 3

As referred to in 6.4.2.2, two categories stem from the variable Use of TOLC. The category Perception of the use of TOLC as a pedagogical tool has emerged from the data. This category can be defined firstly, as the perception on behalf of the pupils that they have learnt AL or HL through the use of TOLC. On the other hand is also refers to the perception that translation is a complex learning task. Below is the grid with the category, the indicators and a selected representation of quotations (all quotations are shown in Annex 2: Categorized qualitative data). I have also included the frequency with which this category has occurred.

Table 32. Categories: Use of TOLC in relation to Learning outcomes

VARIABLE	CATEGORY	INDICATOR	QUOTATION
USE OF TOLC	Perception of the use of translation as a learning strategy / tool	Having learnt AL or HL through the use of TOLC Regarding translation as a complex learning task	<p>P12: FFG_1</p> <p>[perception of the use of translation as a learning strategy/tool - Family: learning outcomes]</p> <p>R: <i>ah, i està bé això de traduir? Ajuda per aprendre llengües?</i></p> <p>P: (union) <i>Sí</i></p> <p>R: <i>Un moment MAH</i></p> <p>MU: <i>Perquè coneixem relacionem paraules que ja sabem amb el nostre idioma amb l'anglès, que no les sabem en anglès</i></p> <p>P13: FFG_2</p> <p>[perception of the use of translation as a learning strategy/tool - Family: learning outcomes]</p> <p>AL: <i>Jo sí, el que no sabíem en anglès ho traduïa al nostre idioma i ja sabia què era això</i></p>

The data presented here reveals that pupils perceive that TOLC is a useful pedagogical tool for learning languages. Less consistent is that fact that they perceive the translation process as a complex task.

The frequency of occurrence is the following:

Perception of the use of translation as a learning strategy / tool: {33}

6.4.3.4 Research Question 5: Are Language Identity Texts useful to explore research question

3?

Quantitative and qualitative data have been collected in order to answer R5 in relation RQ3/H3

6.4.3.4.1 Quantitative data to answer research question 5 in relation to research question 3

Below are the marks given to the different subsections and a final mark is given to each story (the stories are displayed in Annex 1: The stories).

Table 33. LITs assessment: A dog at home

A DOG AT CAMP NOU	Poor	Average	Good	Very good
General storyline comprehension		x		
Text coherence		x		
Syntax		x		
Use of Vocabulary	x			
Final mark	AVERAGE			

Table 34. LITs assessment: Animal rescue

ANIMAL RESCUE	Poor	Average	Good	Very good
General storyline comprehension			x	
Text coherence			x	
Syntax			x	
Use of Vocabulary			x	
Final mark	GOOD			

Table 35. LITs assessment: Crazy animals

CRAZY ANIMALS	Poor	Average	Good	Very good
General storyline comprehension		x		
Text coherence		x		
Syntax		x		
Use of Vocabulary		x		
Final mark	AVERAGE			

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Table 36. LITs assessment: James and the minions

JAMES AND THE MINIONS	Poor	Average	Good	Very good
General storyline comprehension			x	
Text coherence		x		
Syntax		x		
Use of Vocabulary			x	
Final mark	AVERAGE			

Table 37. LITs assessment: One group in the plane

ONE GROUP IN THE PLANE	Poor	Average	Good	Very good
General storyline comprehension		x		
Text coherence		x		
Syntax		x		
Use of Vocabulary		x		
Final mark	AVERAGE			

Table 38. LITs assessment: The big smurf

THE BIG SMURF	Poor	Average	Good	Very good
General storyline comprehension				x
Text coherence			x	
Syntax			x	
Use of Vocabulary			x	
Final mark	GOOD			

Table 39. LITs assessment: *The big smurf*

THE MATCH	Poor	Average	Good	Very good
General storyline comprehension			x	
Text coherence		x		
Syntax		x		
Use of Vocabulary		x		
Final mark	AVERAGE			

Table 40. LITs assessment: *The player who can't play cricket*

THE PLAYER WHO CAN'T PLAY CRICKET	Poor	Average	Good	Very good
General storyline comprehension			x	
Text coherence		x		
Syntax		x		
Use of Vocabulary			x	
Final mark	AVERAGE			

Results reveal that pupils have been able to develop LITs which in turn suggests that LITs may be an optimal pedagogical tool for learning languages.

6.4.3.4.2 Qualitative data to answer research question 5 in relation to research question 3

As referred to in 6.4.2.3 two categories stem from the variable Use of LITs. The category Perception that the use of LITs as a pedagogical tool has emerged from the data. This category described how pupils reveal that they have learnt HL or AL through the use of LITs.

Table 41. Categories: Use of LITs in relation to learning outcomes

VARIABLE	CATEGORY	INDICATOR	QUOTATION
USE OF LITs	Perception of the use of LITs as a learning strategy/tool	Pupils show they have learnt HL or AL through the use of LITs	<p>P15: FFG_4</p> <p>[Perception of the use of LITs as a learning strategy/tool - Family: learning outcomes]</p> <p>R: <i>I vosaltres creieu que heu après molt anglès fent les classes d'anglès d'aquesta manera?</i></p> <p>P: <i>(union) sí, molt</i></p> <p>R: <i>Per què?</i></p> <p>AL: <i>Perquè hem fet un conte en anglès i l'hem llegit amb altres llengües</i></p> <p>OM: <i>Perquè hem fet un llibre en anglès</i></p>

The data reveals that pupils believe they have learnt AL through the use of LITs. It is interesting to note that despite the fact that pupils translated the story into their HLs, and that their languages were very present during the project development, they still perceived they had created and written a story in English.

Frequency of occurrence:

Perception of the use of LITs as a learning strategy / tool: {13}

6.4.3.5 Discussion of research questions 3, 4 and 5 / Hypothesis 3

The affirmation of PI in the ALC does not significantly affect pupils' academic achievement in the three languages. As the data reveals, pupils' **LM** do not undergo any significant change once the project has been developed.

Pupils' **LAC** are also consistent with the marks described above and despite not having undergone any significant change, they do support the findings described above. These results are consistent with research developed by Corcoll (2013) who also introduced a plurilingual approach to the teaching and learning of languages in a Catalan primary school context; results are similar, as language marks remained stable before and after the project was developed. Worth highlighting is the fact that marks have not decreased. It is argued that this point is highly relevant for the context in which this study is developed. The monolingual approach upon which the teaching of languages is based in Catalonia (see 2.2.2, the Catalan education

system) does not contemplate pupils' HLs as learning tools. It is commonly thought that HLs hinder the learning process and are therefore banned from classrooms (as is the case in this study). The significance of these results resides in the harmless presence and use of HLs in the school setting.

The only language which shows a slight positive change is Catalan. Despite its insignificance, were the change to be more pronounced, it would be coherent with the findings described in 6.4.2.4 in relation to the increased positive attitudes in relation to Catalan that pupils express. This would confirm the fact that positive attitudes towards languages affects the academic achievement of that language. Adopting a more plurilingual approach to languages should also, I argue, involve a reconceptualization of how Catalan is taught to PDOs (upon their arrival or whether they have been living in Catalonia for an indefinite period of time). These results would also support research developed by Cenoz & Gorter (2017) in relation to the use of translanguaging in minority communities.

Long-term results (**BCM**) do seem to suggest that adopting a plurilingual approach to teaching and learning has affected academic results in the AL. On the one hand, it is unclear up to what extent the marks of the participants in the study have improved. On the other, I would suggest that further research is required in order to be able to affirm that this is a result of adopting a plurilingual approach.

As thoroughly explained in 2.4.2, research on academic achievement defines three groups as disadvantaged: a) pupils from low socio-economic background; b) immigrant-background pupils whose HL is different from the language of school instruction; and c) pupils from communities that have been marginalised or excluded from educational and social opportunities. The participants in this study fall under the three categories and this, I would argue, greatly conditions their academic failure or success -the average overall mark for languages is a 'satisfactory' which is not a high mark-. It could be suggested therefore, that other 'stronger' factors influence and condition pupils' results. On the other hand, it must also be acknowledged that the duration of the project (3 months) is a reduced space of time for changes to occur. Following are examples of the perception of the low level of academic achievement of pupils by the researcher and teacher:

P27: Researcher's diary

[Low level pupils]

Low level written Spanish: el pero instead of perro

P27: Researcher's diary

[Low level pupils]

'és un secret pels més petits, que no ho sàpiguen, shhh: levels of maturity of some children is very low and limited

P28: RIT

[Low level pupils]

T: jo crec que sí que ho entendran, es menjaran l'hora segur, però un tema de comprensió lectora, i llegir-les en veu alta? Sinó, als 10 minuts tindràs el 40% de la classe, així, és que tenen una capacitat de comprensió lectora horrible, el que farem ara és anirem llegint

I would also suggest another reason for low academic achievement which relates to pupils' perception of what 'their' languages is. As data has proven in 6.4.1.2, pupils have clear ideas in relation to their cultural and language identity. It is naturally assumed for the purpose of this study that their HLs is the language they refer to when they do not use one of the curricula languages. Pupils were not specifically asked about this, but from a functional perspective, is 'their' language their HLs, or may it be a curricula language? Half of the participants in this study have been schooled entirely in Catalonia.

Further research is required in this respect in order to assess whether their language is a linguistically functional language or a culturally based L1. Regardless of which, it could be suggested that all of the languages that make up PDO's DLC are not fully developed and thus learning any additional one will never be completely successful very much in line with Cummins's BICS (1984).

Qualitatively however, data reveals that pupils perceive that they have learnt AL and HL, often through other languages that make up their DLC.

This data is consistent with the approach to language learning adopted in this study following Esteve and Martin-Peris (2013) where language use and language reflection go hand in hand.

Language reflection moreover, involves developing language awareness and conceptual understanding of all the languages being learnt (Esteve et al, 2017).

The following translanguaging situations have occurred during the project which would explain why this may be so:

- ✓ Pupils cannot read their HL but understand what is written in their HL by reading the translation in English first. They learn their HL through English and vice versa:

P13: FFG_2

[awareness of having learnt AL - Families (2): LEARNING OUTCOMES, motivation and attitudes towards learning languages] [awareness of having learnt HL - Family: learning outcomes]

R: *Us agradaria fer un altre projecte com aquest?*

ALB: *El xinès m'ajuda aprendre a coses*

R: *Quines coses aprens? (...)*

ALB: *Coses del conte i de l'anglès*

P17: FFG_6

[awareness of having learnt AL - Families (2): [learning outcomes, motivation and attitudes towards learning languages] [awareness of having learnt HL -

R: *I ara has après a llegir-ho en anglès i dir-ho en àrab?*

Mi: *Sí, és molt divertit*

This is corroborated by observations made by the researcher:

P27: Researcher's diary

[awareness of having learnt AL - Families (2): learning outcomes, motivation and attitudes towards learning languages] [awareness of having learnt HL - Family: LEARNING OUTCOMES]

When I ask them to read sentences to me they are embarrassed but sight translate from English into oral HL, but cannot read their own HL

- ✓ Pupils automatically translate their HL translation into Catalan or Spanish without there being a Catalan or Spanish translation.
- ✓ Pupils translate consecutively from English into their HL without looking at the written HL translation and from their HL into English or Spanish or Catalan
- ✓ Pupils have read the translations done by their peers without understanding what they are reading.
- ✓ Pupils have written in HLs which are not their own, either putting sentences into neat or for the simple exercise of practising how to write from left to right for example.

These linguistic encounters are in fact examples of translanguistic conceptualisation (Esteve et al., 2017; Esteve & González Davies, 2016) a blend of translanguaging, language awareness and content-based instruction promoted in this case, through the use of TOLC and LITs. The concept of concept-based instruction, defined as the ways in which a concept can be described through different linguistic elements (Esteve & Atienza, 2015), has not been referred to in this thesis but could be adapted to a learning situation like the one concerning this study. As stated by Neguerola (2013), pupils are aware of the variety of different meanings attributed to a specific word, and in large, this has occurred in this study.

These situations also justify the emergence of the category Awareness of intercultural competence, which was not foreseen but has emerged from the data analysis. This category describes how pupils refer to the fact that during the project, they have learnt about the cultures and languages of their peers which entails knowing how to act and interact efficiently among cultures and different languages. I suggest that this has occurred because pupils' PIs have been boosted and encouraged and this, I argue, affects the interactions among peers. Previous research developed by González Davies (2012) and Sugranyes and González Davies (2014) also confirm this fact.

The marks of the translations pupils developed of the stories they created reveal that pupils have developed their translating competence, understood from a linguistic and intercultural perspective as defined in TOLC (González Davies, 2014). As the IPA approach postulates, the text is conceived as a holistic whole, a semiotic system (Esteve & González Davies, 2016) where meaning is created and the focus is not so much on the form, but on the content. As the proof-reader for Chinese quotes:

‘en la pagina 4 el "some" seria més adequat traduir-ho per "有的“ en comptes de "一些”. Si ho diguéssim en català, ella ha traduït per "alguns animals viuen en llibertat al bosc", i seria millor "hi ha animals que viuen en llibertat al bosc". Aquest "alguns" en xinès es fa servir per xifres petites, no es faria servir per tots els animals que viuen al bosc, sembla que l’alumne ha expressat en xinès com ella ho ha entès en català, independentment de si la paraula és la correcta o no’ (notes on translation, 2017).

The use of TOLC has also led to the activation of all the languages of the DLC of the pupils. As quoted by the proof-reader of Romanian:

‘No fa servir les lletres de l'alfabet romanès que no existeixen ni en català, ni en castellà ni en anglès, com ara *ă*, *ț* i *ș*; les ha reemplaçat, respectivament, per *a*, *t* i *s*, que corresponen a uns altres sons. També fa servir "ts" i "sh", per mirar de reproduir gràficament el so d'aquestes lletres de l'alfabet romanès. En alguns casos, el fet de prescindir de certes lletres romaneses també té implicacions semàntiques’ (notes on translation, 2017).

When translating from English into Romanian, the pupil has turned to English phonetics “sh” to reproduce the *ș*, the pupil is unaware of the graphical symbol in Romanian and uses the English instead of the Catalan (ix/x).

As the translanguaging situations portrayed above expose, the actual act of translating has been used purposefully during the whole project. Consistent with data in relation to PI, pupils’ metalinguistic awareness has also emerged from the data analysed. It could be suggested that TOLC favours metalinguistic awareness as pupils become aware of what they can and cannot do in their HLs. It can be affirmed that the use of TOLC is an effective tool for exploring academic achievement.

Similarly, LITs are also perceived by the pupils as useful learnings tools. From a quantitative perspective, all the pupils have obtained a ‘good’ mark for the story creation and consequent translation into their HLs. The marks are given to the whole group as it is considered that LITs developed in this study are in fact a collaborative task. This would also explain another learning outcome of the project: pupils express they have learnt to work in group. Learning to work in groups seems especially relevant in DLCTs as often this does not occur as pupils from similar backgrounds and languages gather together.

The authors of each LITs were as linguistically heterogeneous as possible which makes the value of working in groups even more salient. From an AL perspective, creative writing skills were promoted among the class as pupils became aware of the structure of a story and of the need to adapt the language to the target reader.

Based on the above, I would suggest that TOLC and LITs are ideal tools to be used in DLCTs such as the one concerning this study for the following reasons:

- ✓ Pupils become aware of the languages and cultures their peers take to the classroom, thereby promoting intercultural awareness.
- ✓ Pupils learn to work together in groups and for a common objective.
- ✓ Pupils learn languages purposefully.

- ✓ Pupils' plurilingual identity is boosted because of an active use of their HLs and this affects their learning.

I argue that much of the above occurs because the ALC has been converted into a translanguaging space where learning occurs: languages are not compartmentalised, pupils are allowed to freely 'shuttle' (Canagarajah, 2011) amongst languages and previous language knowledge is promoted and acknowledged.

As data reveals, and in accordance with the theoretical outcomes of this study, emergent plurilingual become EPLUs because they have become aware of their plurilingual abilities and use them accordingly.

To sum up, the fact that marks do not reveal any significant change is, in itself, significant as, contrarily to much mainstream thought, allowing pupils' HLs to be used purposefully for learning languages, therefore boosting their plurilingual identity, has affected positively the learning outcomes of pupils: TOLC and LITs are effective tools that promote academic achievement among pupils. Pupils express they have learnt AL and their own HLs, they have acquired intercultural competence and have learnt to work in groups.

6.4.4 Hypothesis 4: A plurilingual approach to teaching affects teachers' attitudes towards teaching languages

A holistic approach to language learning and teaching such as the one adopted in this study, takes into account the different actors that participate in the learning process. The need for this research question in relation to the teacher's performance stems from observation developed by the researcher prior to the project development.

6.4.4.1 Qualitative data to answer research question 6

Analysis of the **RD** and the **RIT** has led me to identify 2 significant categories: Lack of plurilingual competence and Plurilingual competence, both categories in relation to the teacher's performance. The 2 categories fall under the variable Teacher's performance.

The category Lack of plurilingual competence refers to the scarce plurilingual empathy in relation to the languages spoken by the pupils and how these linguistically affect English for example. The AL teacher also expresses unawareness of the different HLs in the ALC. Her

lack of plurilingual competence is also shown in the fact that HLs are not referred to in the ALC.

On the other hand, the category Plurilingual competence can be explained in terms of the AL teacher perceiving firstly, that using HLs in the ALC positively affects classroom atmosphere, motivation and participation. It can also be described as her willingness to ‘act plurilingually’, therefore being aware that as a teacher she is not plurilingual herself, and finally, proofs that she aims to include activities characterized by a plurilingual approach to languages into her other courses.

Following is a selected representation of quotations which exemplify both categories. All quotations in relation to the variable Teacher’s performance can be found in Annex 2: Categorised qualitative data.

Table 42. Categories: Teacher’s performance

VARIABLE	CATEGORY	INDICATOR	QUOTATION
TEACHER’S PERFORMANCE	Lack of plurilingual competence	Scarce empathy towards pupils’ HLs	P27: Researcher’s diary. [lack of plurilingual competence in teacher] <i>First examples of teacher not understanding: bird / bérð/ pronounced by Urdu speaker</i>
		Unawareness of HLs in ALC	P27: Researcher’s diary [lack of plurilingual competence in teacher] <i>‘tu parles xinés- és àrab, says children, doncs àrab’</i>
		No reference to HL	P27: Researcher’s diary [lack of plurilingual competence in teacher] <i>Teacher does not refer to pupils’ HLs at all. All is done in Catalan except specific exercises, instruction-giving: open your book and fill in the gaps.</i>
TEACHER’S PERFORMANCE	Plurilingual competence	Teacher’s perceives that the use of HL benefits pupils’ learning	P28: RIT [plurilingual competence] <i>T: han posat en marxa una maquinària que no havien posat en marxa, estan súper motivats, però no podem perdre de vista el tema de l’anglès</i>
		Willingness to act plurilingually	P27: Researcher’s diary [plurilingual competence] <i>Teacher tries to read in Ilokano, pupils laugh</i>
		Willingness to incorporate plurilingual activities into her teaching approach	P28: RIT [plurilingual competence] <i>R: i l’any que ve com t’imagines que serà diferent de la teva manera de fer?</i> <i>T: si, per exemple, una cosa que em va fer pensar, qüestions de disciplina, que canvio al català, i penso si ho fes amb anglès també ho entendrien, i les activitat més, intentar fer més referència a la seva HL, això ajudar a motivar, m’ho he de replantejar</i>

In the following section I will discuss the results obtained in relation to teacher's attitudes towards teaching languages which correspond to H4 / RQ4.

6.4.4.2 Discussion of research question 6 / Hypothesis 4

As stated in 6.4.1, the ALC is described as a coercive environment where languages other than the curricula languages are not allowed, languages are compartmentalized and where previous language knowledge of pupils is not referred to. A full account of the how the AL is taught at the school can be found in 6.1.2.

More specifically, and as the results reveal, the AL teacher despite her willingness to adopt a more plurilingual approach to languages, was unaware of her complete lack of plurilingual competence. During the first week of the observation period the researcher concluded:

P27: Researcher's diary

[lack of plurilingual competence in teacher]

The teacher needs to be plurilingual in order to teacher plurilingually and teach pluringual children

I would argue that this lack of pluringual competence was due mainly to her scarce plurilingual empathy towards her pupils. This can be described in terms of her expressing interest towards the HLs of her pupils, and using their linguistic knowledge in the ALC. I believe this attitude stems from the following misconceptions:

- A monolingual approach to teaching and learning; 'in the ALC, the AL should be used as much as possible'.
- An awareness that language diversity is positive, but positive does not necessarily entail being useful.
- As a teacher it is impossible to refer and use the HLs in the classroom if I do not know the languages.

The ALC was not a relaxed learning space and the pupils did not particularly enjoy it. Furthermore, an average low academic level of the pupils, see 6.2 for a detailed account of the characteristics of the pupils, implied that the level of pupils was rather low which was also a teaching challenge and some very disruptive behaviours did not help towards creating an enjoyable setting for learning either.

The researcher hesitated whether to inform the AL teacher of her initial perception but declined to. The reasons for this derived from not wanting to condition the AL teacher on the one hand, and secondly, because as postulated by Gal'Perin (1992), and Engeström (2011), it was necessary that the AL teacher became aware of her own teaching practice. In order however, for this awareness to occur, it was important to generate a necessary space for the AL teacher to refer to her Orienting Basis of Action (Gal'Perin, 1992): her thoughts and feelings towards a plurilingual approach to teaching languages. This was not done systemically. I would suggest this is the reason why the data collected in relation to her lack of plurilingual competence is explained from the researcher's views and comments on the AL teacher's performance more than from the actual perceptions of the AL teacher.

The AL teacher's acceptance to carry out the project was interpreted as the first sign that she was willing to change. As the project developed, the AL teacher relaxed and started incorporating plurilingual activities into her teaching practice: firstly in order to comply with the researcher's indications. This led to a subtle awareness of her lack of plurilingual competence: she did not know what to do with the HLs of her pupils, they 'scared her'.

The planned plurilingual activities (see 5.4.2, session 2 of the didactic proposal for example) were conceived both by the pupils and the researcher as isolated units, as part of the storybook project. Gradually, the AL teacher started showing signs of plurilingual competence and incorporating them into her teaching practice.

As the AL teacher started incorporating a more plurilingual approach into her teaching practice, pupils relax and motivation and participation increased.

Signs of having acknowledged the usefulness and benefits of adopting a more plurilingual approach to languages are confirmed when the AL teacher expresses that she plans to incorporate this approach into her teaching practice in other courses:

P28: RIT

[plurilingual competence]

T: *més activitats més, intentar fer més referència a la seva llengua*

The time elapse is too short to assess whether her actual teaching practice has been 'impregnated' by the plurilingual approach therefore actually being part of her way of doing.

It should also be noted that H4/R6 requires further research and analysis. It was erroneously unexpected that an AL teacher would not only lack plurilingual competence but it was also unforeseen that this could be such an influential factor in successful teaching. This has in fact led to the conclusion, based on observing the AL teacher, that in order to be a language teacher, plurilingual competence was needed. This, in itself, is a conclusion.

All in all, the AL teacher's attitudes towards the teaching of languages have been altered as the data confirms. However, further research is required in order to assess whether this is due to the pupils' reactions to the project or to the fact that the AL teacher has acquired and become aware of her plurilingual competence.

6.4.5 Conclusions to this chapter

In this chapter I have referred to the study that was developed for this thesis, both descriptively and methodologically. Firstly, I have contextualised the study by referring to the context in which it was developed: I have focused on how languages are treated in the school, how the AL is taught by the AL teacher. Then, I have described the participants of the study by drawing from data provided by the school and the questionnaire **LBQ** and have concluded that pupils fall under the three characteristics that determine underachievement, and that the language pupils use most is Spanish and the language less valued is Catalan.

Secondly I have explained the methodological design by referring to the interpretivist and post positivist research paradigms upon which this study. Both qualitative and quantitative data has been obtained for this study based on a grounded theory perspective where theory is generated as observation and data collections occurs.

Thirdly I have listed the hypothesis and the research questions formulated for this study and finally I have explained the different instruments designed in order to obtain the data from which results and a final discussion should stem.

- ✓ **Hypothesis 1** has been validated as the data seems to prove that the use of HLs in the ALC affirms PI. Pupil visible their PI has been boosted because of the use and visibilisation of their HLs. A second outcome in relation to the affirmation of PI is classroom atmosphere which has also changed positively.
- ✓ **Hypothesis 2** has been partly validated: significant are the results in relation to attitudes to Catalan which have undergone a salient change, as pupils express they want to learn Catalan once the project is developed as well as the desire to learn languages. Two

categories which are not quantitatively significant but have emerged qualitatively are Reference to context – as a conditioning factor towards successful learning- and Parental encouragement.

- ✓ **Hypothesis 3** has been qualitatively significant as pupils are aware they have learnt AL and HL. From a quantitative perspective, results remain stable which is a positive in the sense that the plurilingual approach does not hinder language learning. TOLC and LITs emerge as useful pedagogical tools for answering the 2 research questions in relation to H2 and H3. TOLC is a useful tool towards promoting AL learning as pupils make connections between languages and final marks suggest that learners have acquired translation skills. The use of LITs has not only improved the motivation of pupils towards the project but also encouraged group work.
- ✓ **Hypothesis 4** in relation to the attitudes of the AL teacher in relation to teaching languages has also been partly validated. Whereas initial qualitative data does seem to suggest that the teacher's attitudes to teaching languages has changed, further research is required on the matter as it is concluded that the fact the an AL teacher (or any teacher I would argue) needs to be plurilingual is a conclusion in it itself.

7 CONCLUSIONS AND FURTHER RESEARCH

The study presented here is based on 3 fundamental pillars:

- a) Education must set the ground for the creation of individuals who can communicate efficiently within an increasingly plural and global world.
- b) Education should envisage the learner as the centre of the learning process, by acknowledging who she is and what she brings to the classroom, and by building on this.
- c) Classroom research should be based on a bottom-up approach where what happens in the classroom serves as the basis for theoretical outcomes to emerge or be confirmed.

These 3 statements serve as an introduction to the conclusions of this study. First, I will provide an overview of the most relevant outcomes of the different chapters. Next, I will refer to the limitations encountered during the development of the study, and these will then lead to a discussion of further research which needs to emerge from the discussion of the results.

The first chapter of this study refers to the state of the art of teaching and learning languages in Catalonia by focusing on the dynamics of Catalan and Spanish and how these 2 languages co-exist with additional languages (ALs) (in this case English) and languages spoken by individuals – heritage languages (HLs)-, who are not originally from Catalonia. As the study as hopefully proven, it is argued that the linguistic situation of Catalonia greatly conditions not only how pupils of foreign origin (PDOs) learn languages, but also their attitudes towards the different languages that make up their Dominant Language Constellation (DLC).

In first place, I have discussed the reasons why I believe this study is significant. By focussing on the concepts of urban multilingualism and linguistic landscapes, I have hoped to initiate the path towards re-thinking how conceptual walls built between learners, teachers, schools and the environments should be pulled down in order for effective communication to develop.

Drawing from national and international language policies in relation to language teaching and learning and also on my experience as a language teacher and teacher trainer, I have provided

a description of how languages are taught in Catalonia. I have suggested that within diverse language contexts (DLCTs) such as the one described in this study, the additional language classroom (ALC) which could now be renamed translanguaging space where the focus is on learning English, can be conceived as an opportunity, ‘as an equalizing context’ where all pupils (both mainstream and PDOs) share the same foreignness towards an academic content which obviously benefits the learning process. This may provide the grounds for advocating that the reasons for learning English should go beyond the obvious, and be thought of in terms of facilitating integration.

A detailed examination of descriptive data concerning the characteristics of PDOs in primary schools in Catalonia at present has led me to focus on the following three factors which, according to research, condition academic success: a) pupils from a low socio-economic background; b) immigrant-background pupils whose HL is different from the language of school c) pupils from communities that have been marginalised. The participants in this study fall under these 3 categories.

I have then referred to the language support policies developed by the Catalan government in order to palliate the above. I would argue that one of the reasons for academic failure in Catalonia relates to how language policies are developed (at a third level of concretion, in a classroom) and the skills teachers use in order to develop these policies, more than the quantity of initiatives envisaged. Extensive research has been carried out in relation to the advantages of plurilingual speakers (a characteristic of practically all the participants in this study) in relation to monolingual speakers.

The conclusions of a pilot study I developed in 2009 with Dr Maria González Davies “The foreign language classroom, a positive context for promoting plurilingualism” certified the above and suggested that identity boosting – or lack of it- may affect learning. This has served me as starting point from which I have aimed to develop this study.

The second chapter provides the theoretical framework for the study. Theory and practice have been developed cyclically, as the classroom setting is conceived here as the starting point which reverts into theory, which in turn nurtures classroom practice. The three interweaving fields of research that construe the theoretical framework of this study are Plurilingual Connections, the Emergent Plurilingual and Identity and the Dynamics of Languages. These appear to determine the following:

- ✓ The plurilingual mind functions differently from the monolingual mind (Cook, 2001) and should be conceived as a holistic entity which changes according to the different functions of the languages of which it is composed (Herdina & Jessner, 2002). A plurilingual speaker is multicompetent, therefore has the ability to function plurilingually, has an underlying competence prevalent in all languages (Cummins, 1984) and uses the languages (Cook, 2001) in her DLC as tools for using these languages (Cook, 2001; Aronin & Singleton, 2016)
- ✓ Drawing from research developed by García (2009) and García & Wei (2014) the participants in this study are defined as emergent plurilinguals (Eps) because they speak more than 2 languages on a daily basis and because they are unaware of their plurilingual abilities.
- ✓ According to recent research (Cummins, 2015; Haneda, 2014), identity is relevant to academic achievement. The identity of the plurilingual speaker is defined, for the purpose of this study, as plurilingual identity (PI), and is conditioned by relations of power. Collaborative relations of power boost identity affirmation among learners whereas coercive relations of power hinder learning (Cummins, 2014). It is suggested that adopting a plurilingual approach to language teaching and learning entails collaborative relations of power. Motivation is also crucial towards academic success. An investment approach to motivation is adopted here, where the context is conceived as a conditioning factor for motivation (Norton, 2010). This has been confirmed in the results, where unexpectedly, pupils referred to the school setting as constricting and affecting their motivation to learn languages.

An analysis of the above has led me to suggest that Eps have the potential (Little, 2010) of becoming Efficient Plurilingual Language Users (EPLUs), speakers who employ translanguaging strategically and consciously (Stratilaki, 2011), and who operate in collaborative relations of power which promote identity encouragement and investment towards languages. EPLUs moreover can contribute towards an Efficient Plurilingual Cycle by promoting plurilingual competences within the school setting which in turn can pull down societal boundaries and vice versa, in order to work towards a more efficient and plurilingual environment.

The fourth chapter is devoted to the pedagogical approach which, for the purpose of this study, is referred to at a macro level as Dynamic Plurilingual Education. Dynamic Plurilingual Education is characterized by being holistic and ecological, situated and formative. Based on

an ecological approach to learning (Van Lier, 2004) and drawing on Sociocultural theory (Vygotsky, 1985; Lantholf & Poehner, 2014) I have referred to the constructs of agency, affordance and emergence in order to refer to language, the learning process and the learner, the environment and the classroom. I have suggested that the didactic proposal employed in this study is based on a formative intervention model (Engeström, 2011) and situated learning (Firth & Wegner, 1997).

Within Dynamic Plurilingual Education I have adopted the Integrating Plurilingual Approach (IPA) developed by Esteve & González Davies (2016). Based on the use of translanguaging as a pedagogical tool for highlighting HLs, the proposal developed for this study is embedded within an IPA approach aimed at promoting plurilingual communicative competences among pupils. Translation for Other Learning Contexts (TOLC) and Language Identity Texts (LITs) have been employed as translanguaging pedagogical tools in this study.

Fifthly, I have presented the didactic proposal The Storybook Project. I have described the intended objectives, which were in line with the Catalan Curriculum for Primary Education (CPPE) (Departament d'Ensenyament, 2009), and the planning of each unit and a detailed account of the development of each session

Chapter 6 focusses on the study. Firstly, I have described the setting where the actual proposal was developed and I have provided a detailed description of the participants who took part in the study. I have then explained the methodology employed, by focusing on grounded theory which enables the development of theory based on the collection of data. Data is both quantitative and qualitative and is analysed deductively (categories have emerged from the data itself) and inductively (pre-established categories have been employed to support quantitative data). This had led to the presentation of the hypothesis and research questions formulated for this study and the aims to be accomplished. I have provided a detailed description of the instruments employed for this study, presented the results and finally have discussed the outcomes.

The following are the results of this study, structured according to the hypothesis formulated. They indicate the following:

- ✓ **Hypothesis 1:** The use and visibility of the HLs of pupils is relevant to their PI. PI has been encouraged because pupils have been given the space to develop plurilingually and this has been possible because collaborative relations of power

have been promoted. The classroom atmosphere seems to have been positively affected by PI affirmation.

- ✓ **Hypothesis 2:** Pupils' motivation and attitudes towards learning Catalan have significantly increased after the implementation of the study, as negative attitudes have decreased. This is relevant to the study as pupils expressed negative attitudes towards Catalan, especially prior to the project development. Pupils desire to learn languages has also increased. Within the linguistic scenario of Catalonia, I argue that these results could lead to a reconceptualization of how languages are taught to PDOs: pupils show they want to learn Catalan because they feel their plurilingual identity has been acknowledged. Pupils' reference to the school setting as linguistically coercive is also a salient feature in the data, which also contributes towards a reconceptualization of how and in what way languages should be taught. Finally, the two translanguaging pedagogical tools employed in this study, TOLC and LITs have proved to be useful tools for motivating pupils.
- ✓ **Hypothesis 3:** From an academic perspective, the language results have remained stable. This clearly goes against more traditional and monolingual approaches to languages where it is thought that the presence of HLs hinders learning additional languages. The long-term effects of adopting a plurilingual approach to languages, are, however, positive, despite the fact that more data is needed to corroborate this. Relevant to the teaching and learning of languages adopted in this study is the fact that pupils are aware of having learnt both the AL and HL. Pupils express they have learnt languages through the use of TOLC and LITs. Other relevant outcomes of the study are the fact that parental involvement has increased, which in DLCTs seems a crucial step towards integration, and group work has also been promoted. Finally, pupils state that they have learnt about different cultures and languages, thereby confirming that they have acquired intercultural competence.
- ✓ **Hypothesis 4:** Finally, the AL teacher's attitudes towards teaching and learning attitudes has been affected by adopting a plurilingual approach to languages. More data is needed to justify this, but I would suggest that all language teachers (or teachers of any subject I would argue) require plurilingual competences to be fully competent.

All in all, I would suggest much of the above has occurred because the ALC has been conceived as a translanguaging space, a 'site for translingual socialization' (Canagarajah, 2014:99) to

develop. Pupils have been relaxed, and in a receptive learning mode, because they have been able to use their DLC freely and openly and have felt that the previous knowledge they bring into the classroom is acknowledged, valued and most importantly, used for learning.

I shall now discuss the limitations encountered in this study. Carrying out research in a primary school context is a complex task due to the many agents at play. In DLCTs such as the one concerning this study, diversity in all its possible descriptions, is present on a daily basis: pupils who suddenly leave for their home country for an unspecified period of time; pupils who enrol mid-term; different competences in different languages; different cultures, beliefs and traditions; and a generally low academic level in many subjects etc. From a methodological perspective, variables are often difficult to control and it has been a demanding task for the researcher to learn how to discern relevant data.

Another particularity of the school where the study took place were the large amount of unannounced activities that took place each week. To some extent, these affected the smooth development of the project. In addition, it was considered imperative for the researcher to be present at all the sessions. This sometimes meant re-timetabling sessions so that the researcher could combine her university teaching with attendance at all the class sessions.

A prominent feature of the pupils who participated in this study was their need to constantly talk about themselves. During the observation period the researcher was regarded by the pupils as an observer, who sat in the corner of the ALC and jotted down notes in her notebook. Developing the **LBQ** and **SSI** with the pupils led them to believe that the researcher was ‘more than an observer’, who was someone who enquired about their family and their language and who was genuinely interested in their lives. From the researcher’s perspective, drawing the line between being a researcher and being conceived as another teacher in the ALC was, especially at the start of the project, a challenge which I believe has been overcome. This is one reason why external analysis of the quantitative data was deemed necessary. The pupils were informed that I was a teacher who was helping their teacher become a better teacher, and this meant that I could not intervene under any circumstance.

Further research derived from the conclusions obtained in this study should revolve around the following points:

- ✓ Results reveal that a deeper insight into the plurilingual competences of the language teacher is required. Projects such as “The design and experimentation of a didactic model to promote plurilingual competence in the teaching and learning

of foreign languages” (ref. EDU2012-38452, Dr. Olga Esteve) and ‘An Exploratory Study of the Integrating Plurilingual Approach in educational centres as an orientative model for the learning of additional languages’ (ref. FFI2015-6374R, Dr Maria González Davies) are working in this direction but more research is required into assessing what competences a language (and content) teacher requires in order to teach in a plurilingual manner.

- ✓ In relation to PI, further research is required into delimiting the cognitive development of PI. A different didactic proposal which focuses more on the use of oral HL may shed light on this matter.
- ✓ Further studies which assess the implications of adopting a plurilingual approach to languages are required, especially in primary school contexts, where research is scarce.
- ✓ There is a need to assess how EPLUs affect and contribute towards a more plurilingual school setting, by focussing on action-based models of development.
- ✓ In relation to the Catalan context, longitudinal studies which assess the impact on school curricula of a plurilingual approach to languages would also be beneficial, in order to confirm whether academic achievement is not affected by the plurilingual approach or whether it does, in fact, have long-term effects.

To conclude, a vast majority of the world’s population are plurilingual but are unaware of their plurilingual abilities. Individuals translate, codeswitch, use different languages in different situations and have a complex of feelings for the languages they use. Bizarrely, however, the world is, more often than not, asked to act monolingually.

Diversity, as referred to in this thesis, is viewed as the unique quality of an individual or school setting, which promotes learning and provides an added value for learning. The conclusions of this study hope to contribute towards creating a more equal, plural and just society by focusing on the inherent qualities of learners: who they are, and what they bring to the classroom.

Promoting plurilingual competence is also, I believe, an obligation, an act of common sense, a social and just commitment of respect towards the learner and her environment. Hopefully this study will serve as a benchmark for reconsidering how diversity, in whatever form, is not only descriptively appealing, but also extremely beneficial for learners in particular and society in general.

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9 ETHICS AND PERMISSIONS

In this section I shall refer to the ethics and permissions obtained to develop this project. In order to for the study to comply with ethical issues, I have followed the recommendations for good practices in Applied Linguistics developed by The British Association for Applied Linguistics (2006) and adapted them to my own study:

1. General responsibility to participants: The rights, interests, sensitivities and privacy of the participants in this study²⁵ who have provided me with data have been respected. Even more so, within a DLCT such as the one concerning this study, aspects of identity, culture, gender, language and race have been respected.

2. Obtaining informed consent: Because the pupils who participated in this study were under 16, families were informed of the study and were asked to sign a letter of consent (see Appendix X) acknowledging the development of the project.

3. Respecting a person's decision not to participate: Prior to the project development, the AL teacher and the school were asked whether any of the pupils (and the families) would not be willing to participate. All the pupils and their families accepted to participate in the study (see Appendix 5).

4. Confidentiality and anonymity: Confidentiality and anonymity of the school, pupils and teachers is preserved throughout the study. The first two letters of each name are used when referring to pupils. The teacher who participated in the study is referred to as the "AL teacher". Audio and video recordings and photographs of pupils are consented for academic purposes only. Confidentiality and non-disclosure agreement were also signed in relation to the external analysis of quantitative data and for the proofreading of the translations created by the pupils as pupils names appear (see Appendix 5).

²⁵ Participants in this study: the pupils, the AL teacher, and the school

5. Consulting informants on completion of the research: The school board has been promptly informed of the development of the project and of the conclusions of the study. The researcher has attended a school board meeting to inform the school of the ongoing analysis of the data obtained in the study. DATE Once this study is completed, the researcher has been invited by the school to share the final conclusions of the study with the school board. A copy of the final thesis will also be given to the school. All the material that the project has generated remains in the school to be used with other pupils.

6. Research with children: The researcher is aware that developing research with children requires special care, trust and respect. The researcher and the AL teacher have spent time ensuring pupils understand what they are asked to do and for which purposes.

10 APPENDICES

I have included extra material which complements the thesis. The material is structured as follows:

Annex 1: The stories

- ✓ A dog at Camp Nou
- ✓ Animal rescue
- ✓ Crazy animals
- ✓ James and the Minions
- ✓ One group in the plane
- ✓ The big smurf
- ✓ The match
- ✓ The player who can't play cricket

Annex 2: Categoricalised qualitative data

- ✓ Plurilingual Identity
- ✓ Classroom Atmosphere
- ✓ Motivation and Attitudes towards language
- ✓ Learning outcomes
- ✓ Teacher's performance

Annex 3: Examples of completed instruments

- ✓ LBQ
- ✓ ATMBT

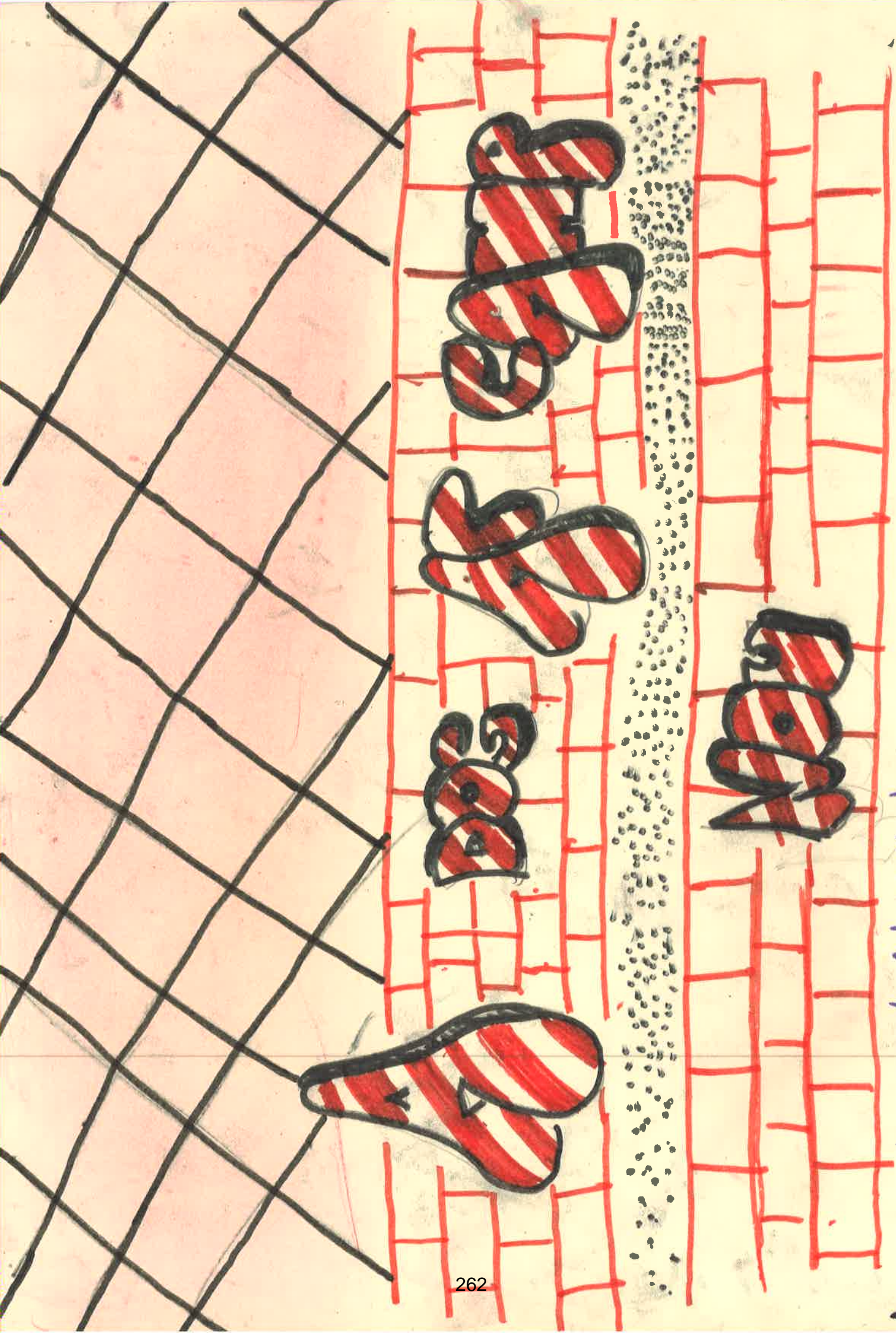
Annex 4: Transcripts interviews

- ✓ Pere Mayans
- ✓ Dr. Xavier Vila

Annex 5: Confidentiality and non-disclosure agreements

- ✓ Parents' consent
- ✓ Non disclosure agreement translators
- ✓ Acord de no divulgació

Annex 1: The stories



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۱۱۳۳۶۰



A man and a dog go to the camp Now they have tickets 1.

کلب فح کا حب

ਭਿਖਾਰੀ

ਭਿਖਾਰੀ

ਭਿਖਾਰੀ

ایسا دھڑا اور اٹک نسا کہ لو مٹے پس ڈیکے پاک ٹنگٹ پی



It's a windy day. The tickets fly away 1

الہ پر ۶۷ صف تذکرہ

اکبر آدمی اور اب تک کب لو طاعتے۔ بس آئیں یا س، ملک نہیں۔

The dog looks for the tickets and gets lost.

2





The man looks for the dog

3



The man asks of the store: Have you seen my dog?

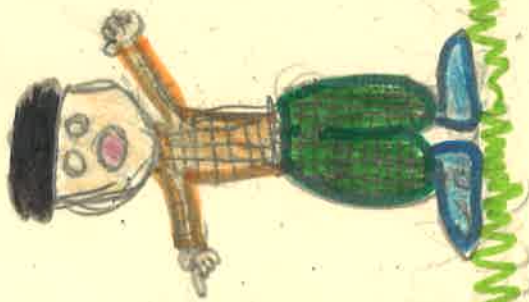
الحق بن حلال

الحق بن حلال

آدمی کتب کو تلاش کرنے جانا ہے



The man at the store tells him: Saw him go down the stairs 5



The man listens to the gardener: Adoy udh
6

سہلکی اکیس
میدان

نئے کی دھان پر آدمی سے متاثر ہو گئے ہیں۔ انہیں بلے جیسے مالتے سلجھ



The man and the dog meet and go to watch the match.

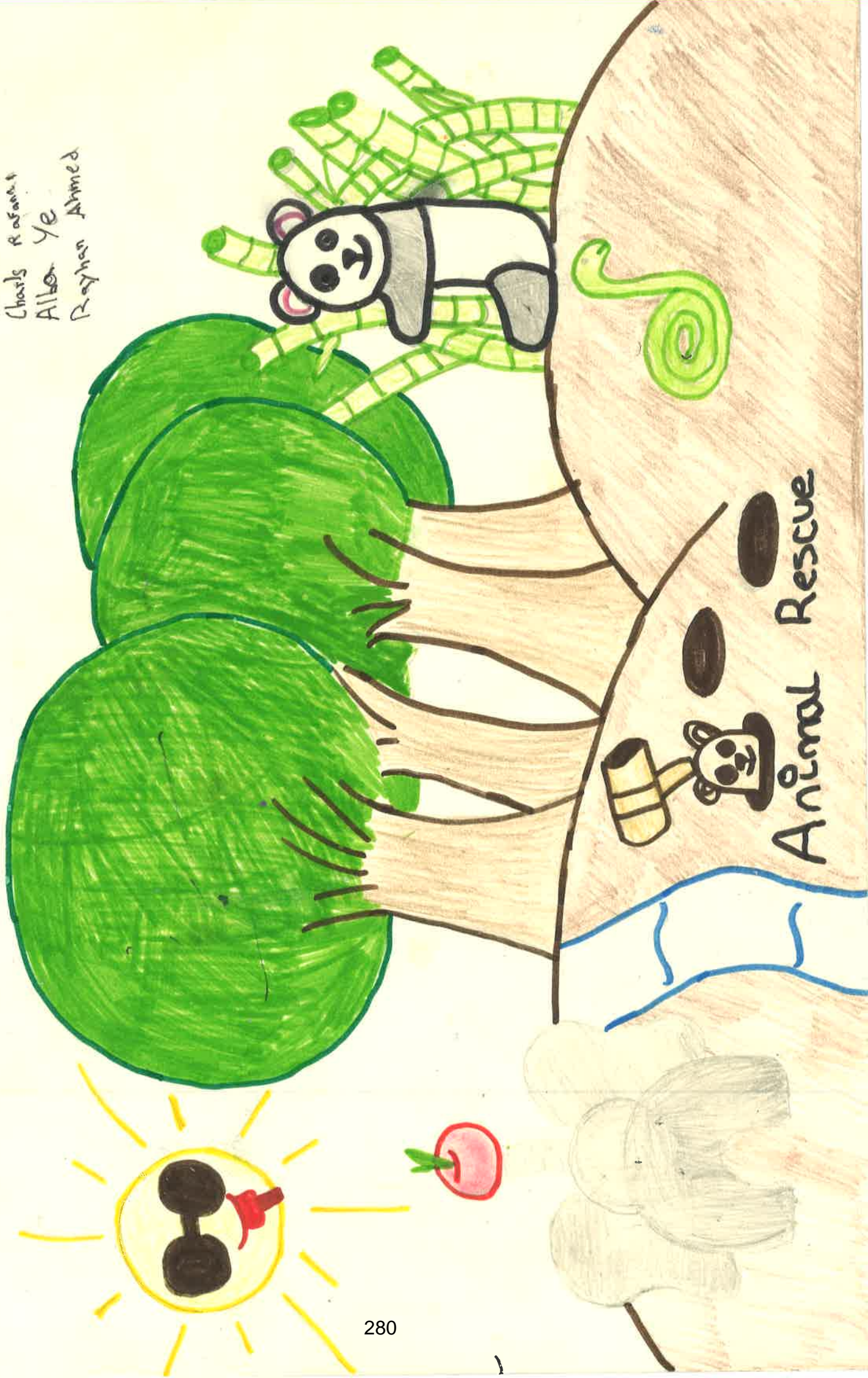
کلمہ عظیم بے بی وسع نام

کے لئے آئی ہے

وہاں ہے

آدمی ہمارے ہیں آدمی کو اپنے ساتھ لے کر آئے۔

by
 Jafar Siddique
 Hina Khairi, ch
 Hussana Chikh
 Charis Rafana
 Alton Ye
 Rayhan Ahmed



Animal Rescue

آلہنبی و فادین
جانور و پینا

جنگلی
انار

动物营救

Denguen Isolan

Some Animals live free in the Forest

1



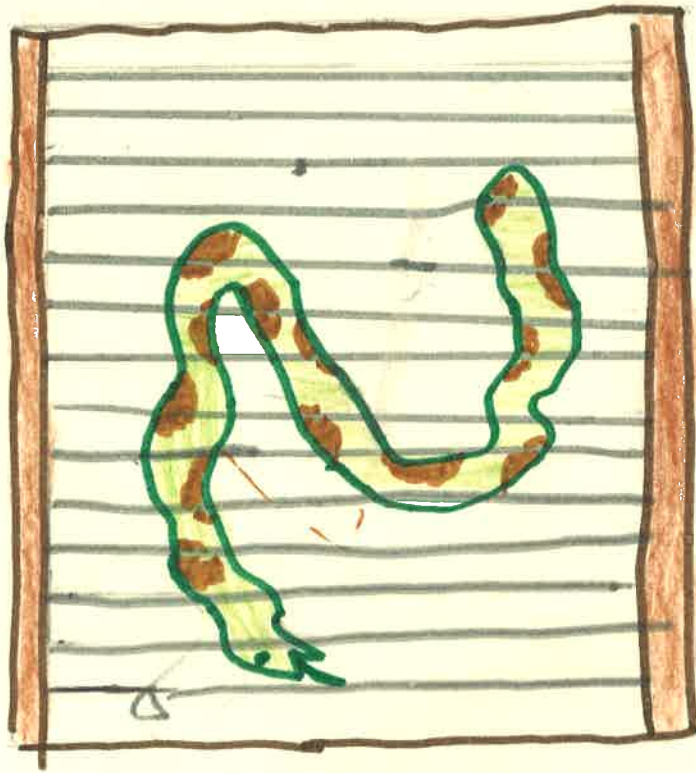
کوئی جانور کبیل میں رہنے لگے۔

بعض الحشرات انا سے نہیں آتے

一些动物自由生活在森林里

Amia na dingwen ag biagda igai Kabachaki

کچھ کچھ کچھ کچھ



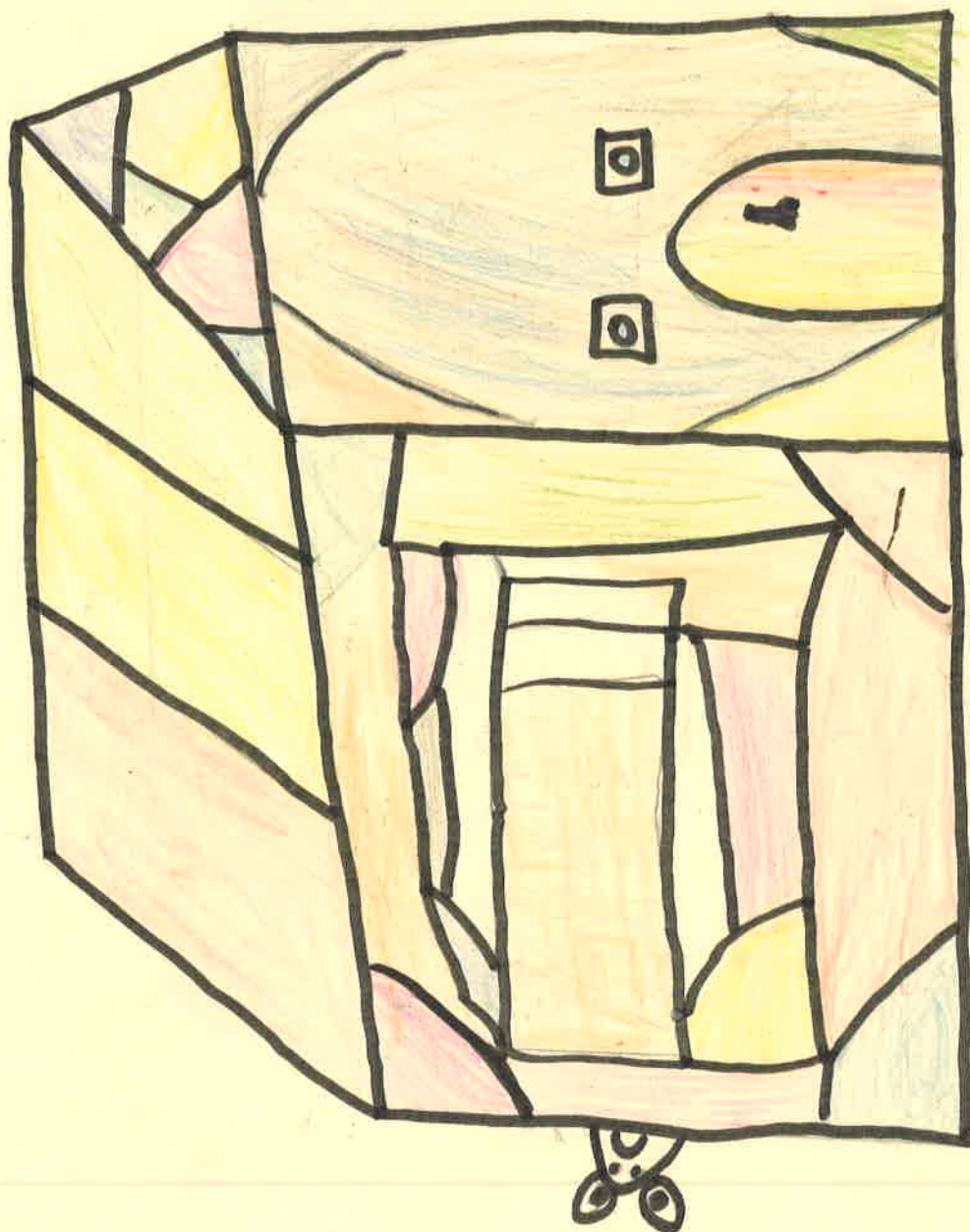
Some hunters capture all animals except the elephants ②

کوئی چور سب جانوروں کو لپیٹے ہیں اور صرف پانڈا اسی پر

نصر الصيناء من الموالجيو اناء اللاند

一些猎人捕获所有的动物，除了熊猫。
Agizai trader in takauda amn na dinguen

किपू गिराणी भास हाडा रक गती कावमड



The Panda hides behind The house

③

پانڈا ایستہ پٹھان سرے پور

البانڈا احمدي حلو المور

熊貓隱藏屋后。

Dejai panda ng lumug igai balai.

جانمیا غافیکہ بیٹھن



The boy and the girl go past the forest.

ایک سڑک اور ایک بڑا جنگل میں جا رہی ہے۔

الصلوات والوسلوات

男孩和女孩走过了森林。

Dejai mala ki quin ji babai na quita da ji panda.
देजाई मल्ला की क्विन जी बाबाई ना क्विता दा जी पन्दा



The boy and the girl find the panda ⑤

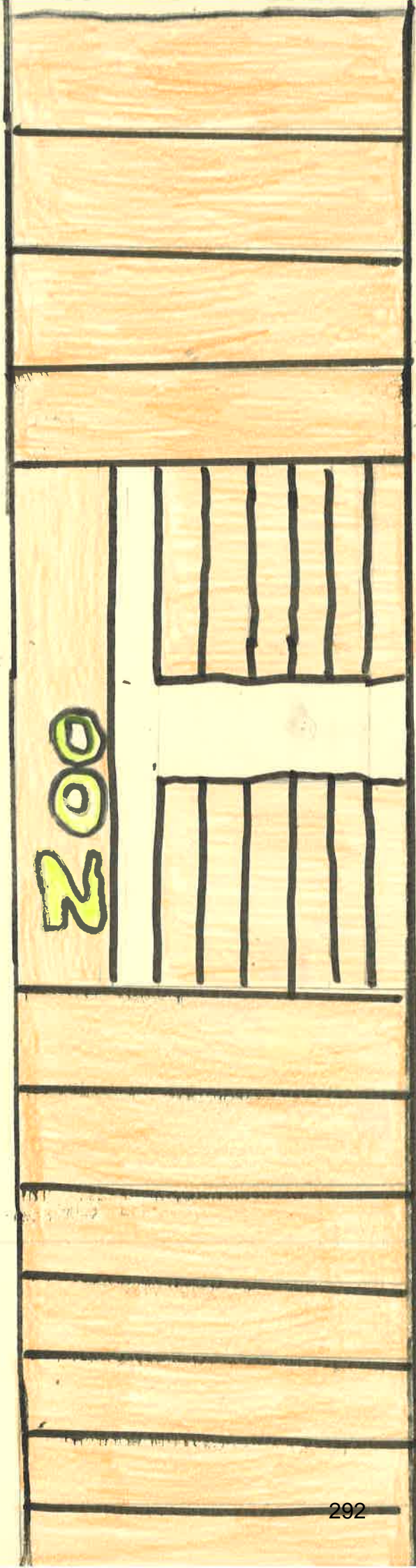
شرکا اور ڈرٹکی پانڈا کو دھوپیتے ہیں

الصلبي و ليا • وهما

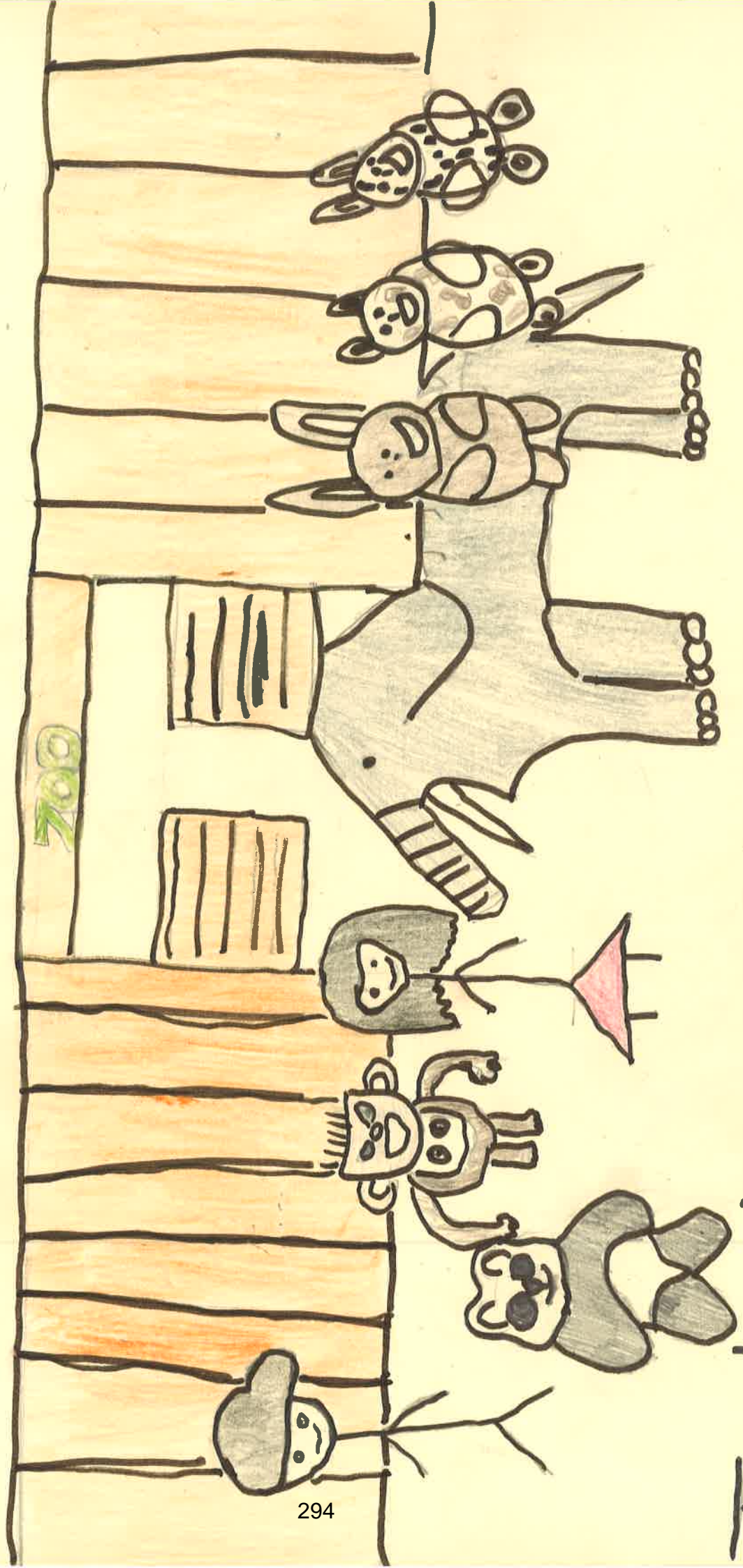
男孩和女孩找到熊猫。

Degai lalaki quin ji babai naqita da gi panda.

देगै ललक़ी क़िन जी बाबाई नाक़िता दा ग़ि पान्डा



The boy, the girl and the
Panda go to the zoo to rescue
the other animals.



The boy the girl and the panda rescue the animals ⑦

مڑکا مڑکی اور پیدا سب جانوروں نہ پیا بیج

الصبيبي الدببه والبالى اللسوانان

女孩, 女孩和熊貓救了其它动物。

Dejai lala Ki gi babai quing gi panda ogisala Kan oejja i
dinguen.

पम्ले गडः डुएएड एवए बाभो बाभो उम्ले



The originals live free forever: End

سارے جانور سمیٹنے لیے ارد ہو جانے ہیں ۔

الحيوانات معسنة

动物们 永远 自由的生活。完成

Agijai dingvell ag biagda agna agna naycnhaius.

297

श्री शिनाबू जेस दस

CRAZY Animals

ALI ZAHEER.

Samdi Perez

Daniel nichita

Mahira Rahman



Lion

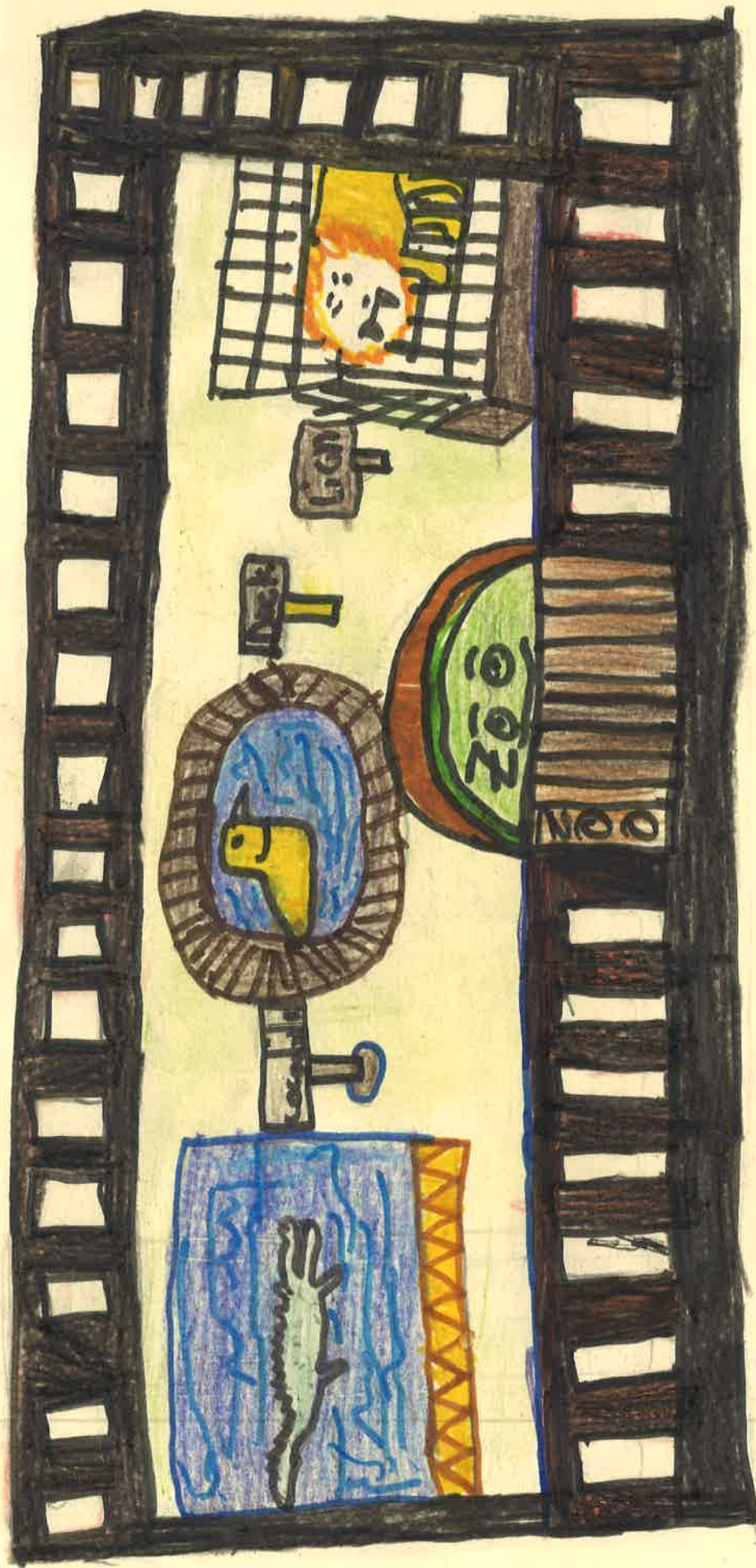


duck

ଅମୃତ ଜୀବହର

Animales Locos.

Animale nebune.
یا گیل بن نور



One day at the zoo in New York there are crazy animals.

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Un día en el Eco de Nueva York hacían amigos Jacob.

En ZOO di New York ieste animals nebune.

ایک دن بی بی سارا کو ایام گل جنور جانور



The animals are : lion, crocodile, duck, tiger, giraffe and monkey.

জাবজবুজায়া ছিল সিংহর, শাউ

বায়, ঐবায়, বক, বানর

Los animales son leon, caodril, Pato, tigre, gupriano.
Animali sent: Un leu, Coacodril, Ratsa, Maimuta,

Shi tigre.

শি তিগুর মگر জে বেনে শুর রক্ষ

اور بن



A man gives food to the animals.

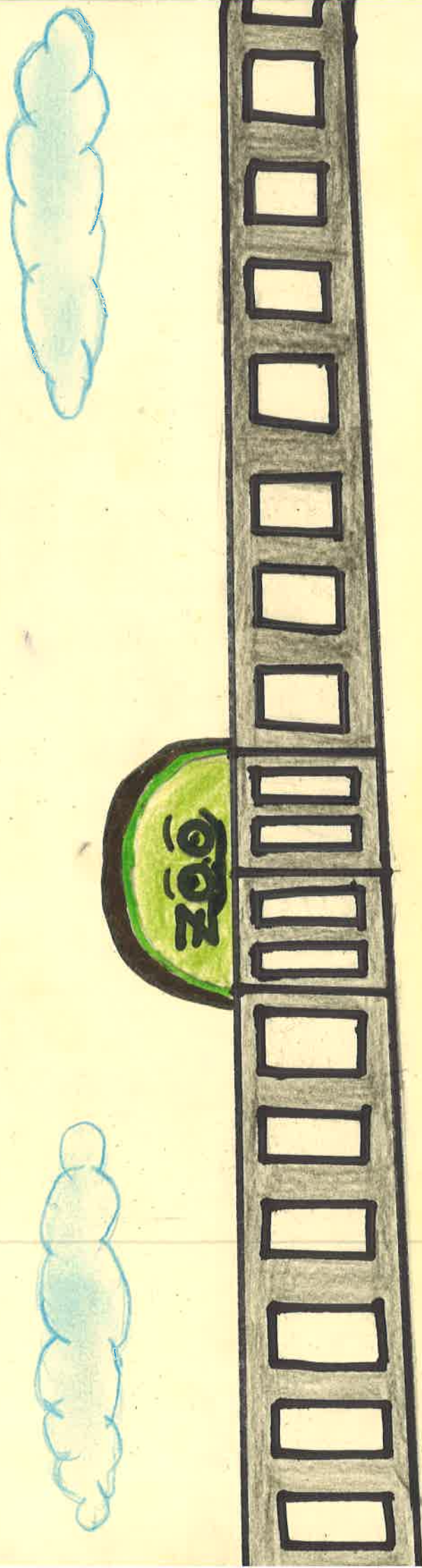
একজন মানুষ ডাবিডানুকে প্রাণের দেয়।

Un hombre le comido a los animales.
Un hombre le comido la animal.

305

বন্য জন্তু ও পশু

জন্তু ও পশু মগ



The animals are not eating!



No!

No!



But the animals are not eating!

কিন্তু জীব উদ্ভিদাদি যাবার ইচ্ছা নেই

307

Para los animales no están comiendo.

Animals do not eat

مگر جانور نہیں کھا رہے



The animals are crazy and lazy.

উদীবতনু সুল্লা তানমমবুং তাদত্হ

Los animales son todos *de* Los.

Animali sent prast shi neruni.

جانور بننے اور یاگل ہیں



A man gives a lesson to the animals.

একতালমামুদ উদীবগুতু
দি(৬৫)

মিহা

El hombre le tiene que dar una lección a los animales.
Un hom li de ho lectie la animale.

سینق دینق
جانور نو آدسی



The lesson is to leave the animals without food for a week.

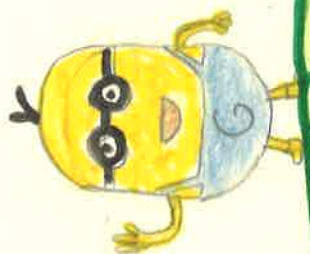
ডগী বডানু কেবো ফিমরান দিউডু ১৩৬৩৬২
হািবাব হিলাদ ১৩৬৩৬২

La lección es de diez días en cada una semana.

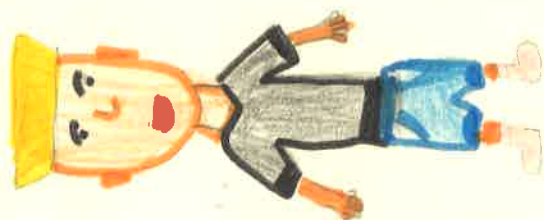
313

Lectia di shi li sh que mēncare 9 Septemere
সেই বই শি লি শ যে মেন্কারে ৯ সেপ্টেম্বর

EVES AND THE



Minions



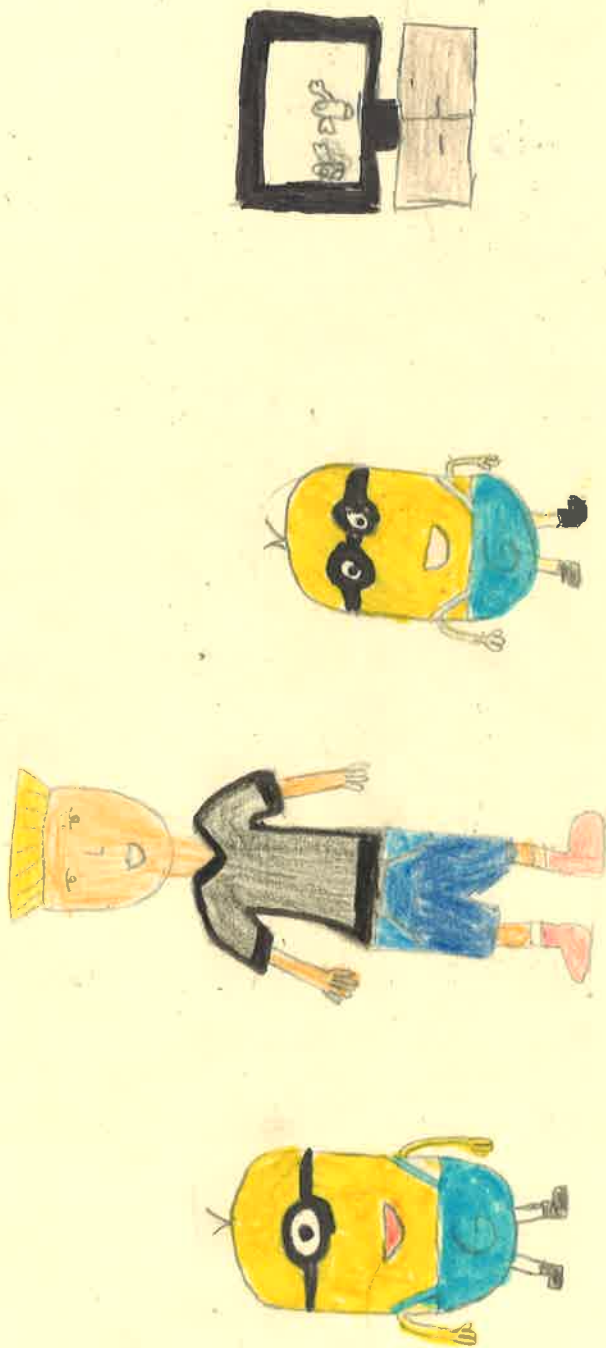
BY: Momna, Jordy, Hadiha, Jordi.S, Sehar

James i els minions

James y los minions

James y los minions

جیمز اور مینینس



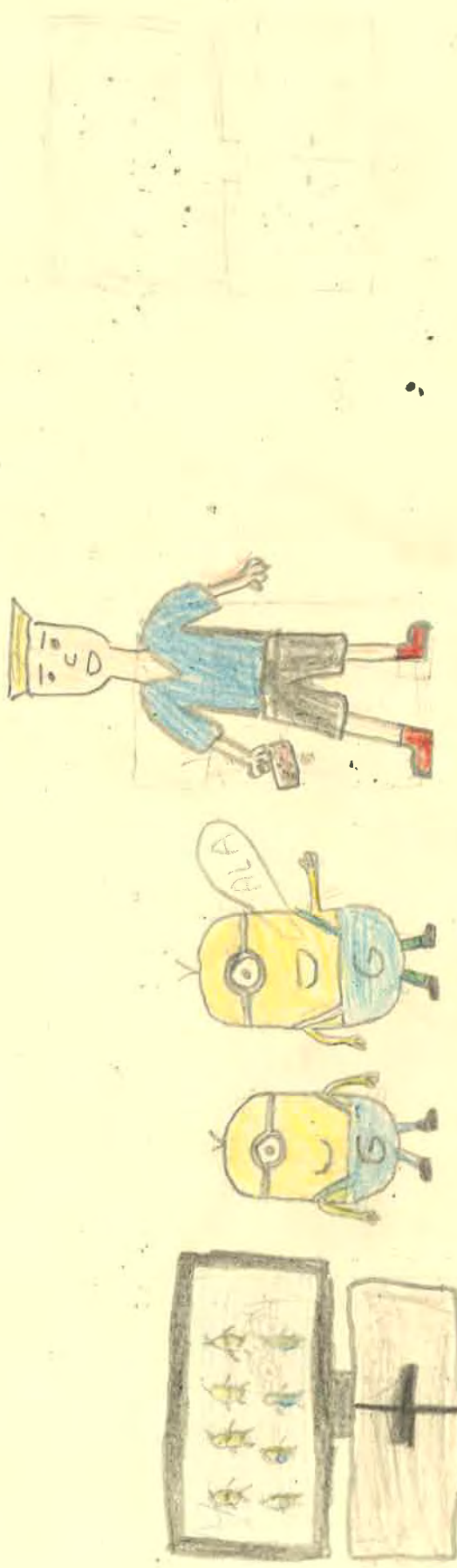
Once upon a time a boy Was Watching
TV. His name is James. He's 6 years old.

Fa molt de temps un nen veia la televisió el seu nom
era James, el tenia 6 anys.

Hace mucho tiempo, un niño miraba la televisión, su nombre era James
el tenía 6 años.

मनपाईमाईतुमहाराष्ट्रराष्ट्रमहासागर

ایک دھم کا زلزلہ ہے ایک لڑکا لی وک دیگر ہاتھ۔ اُس کا نام جیمز تھا وہ چھ
سال کا تھا



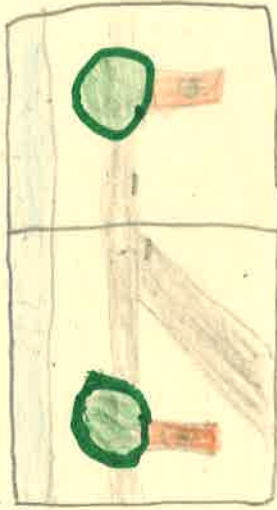
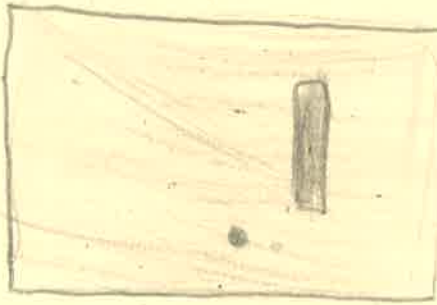
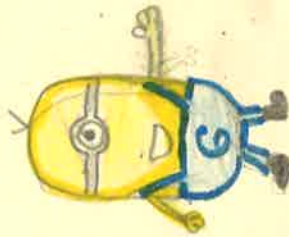
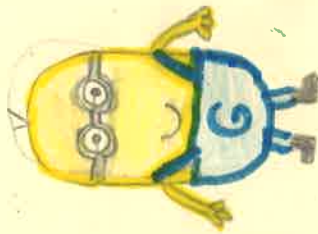
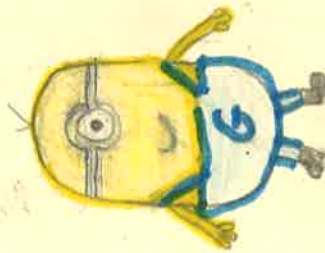
Suddenly, Minions appear on the TV, and one minion says - Ala -
"Ala" means "Hello"

De sobte apareixen minions de la televisió i un
dels minions diu "Ala" ala vol dir "Hola"

De repente aparecen minions y uno de los minions
dice "Ala" ala quiere decir "Hola"

319
कहा जाता है कि वे लोग
अपना नाम "अला" रखते हैं

अला का मतलब है "हो" या "हलो"
"अला" का मतलब है "हो" या "हलो"



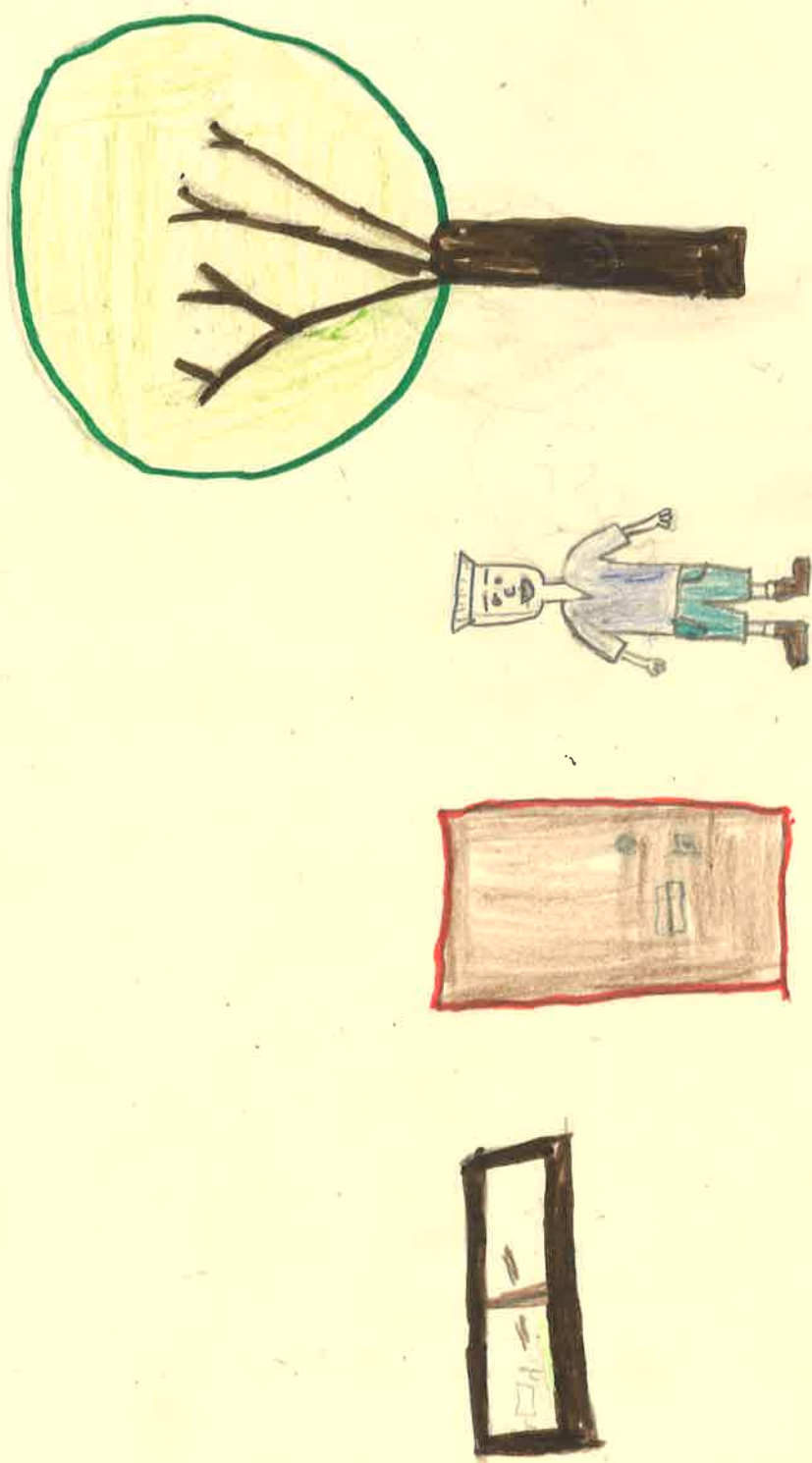
The minions escape from the door of the home.

El minion s'escapan per la porta de casa.

Los minions se escapan por la puerta de casa

ਘਾਟਾ ਚਕੋ ਆਕਾ ਟੋਕਾ ਆਕਾ

مہینہ سس کو کے دروازے سے ہنس پھل گئے



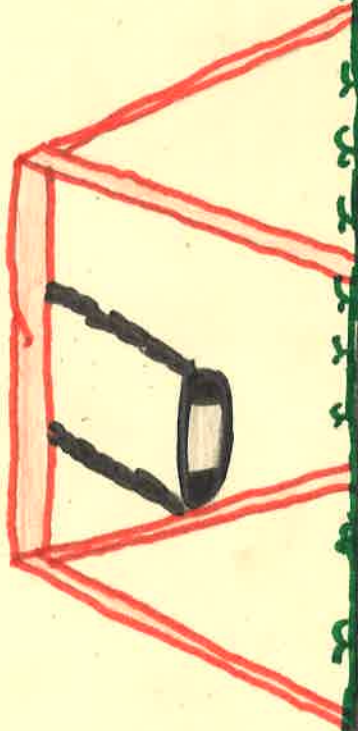
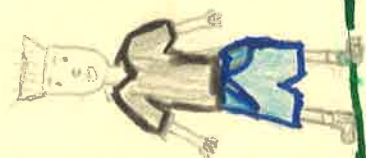
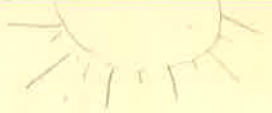
James is nervous, he goes outside to find the minions.

James està nerviós y se va a fora a buscar als minions

James està nervioso y se va fuera a buscar a los minions

જેમ્સ (જેમ્સ) ને બહાર જઈને મિનિયન

جیمز - زندہ ہے اور مینیون کو ڈھونڈنے کے لیے نکل
جیمز پریشان ہو گیا اور مینیون سے کہہ ڈیا ہے کہ وہ جیڑا ہے۔



James goes to the park and the mummies are not there 5

James wa al park pero no taba ningun munan.

James
James wa al parque pero no encuentra ningun minion

وہاں پر کوئی منیون نہ تھا

جیمز پارک میں نہ تھا اور لیگن منیون نہ وہاں ہے



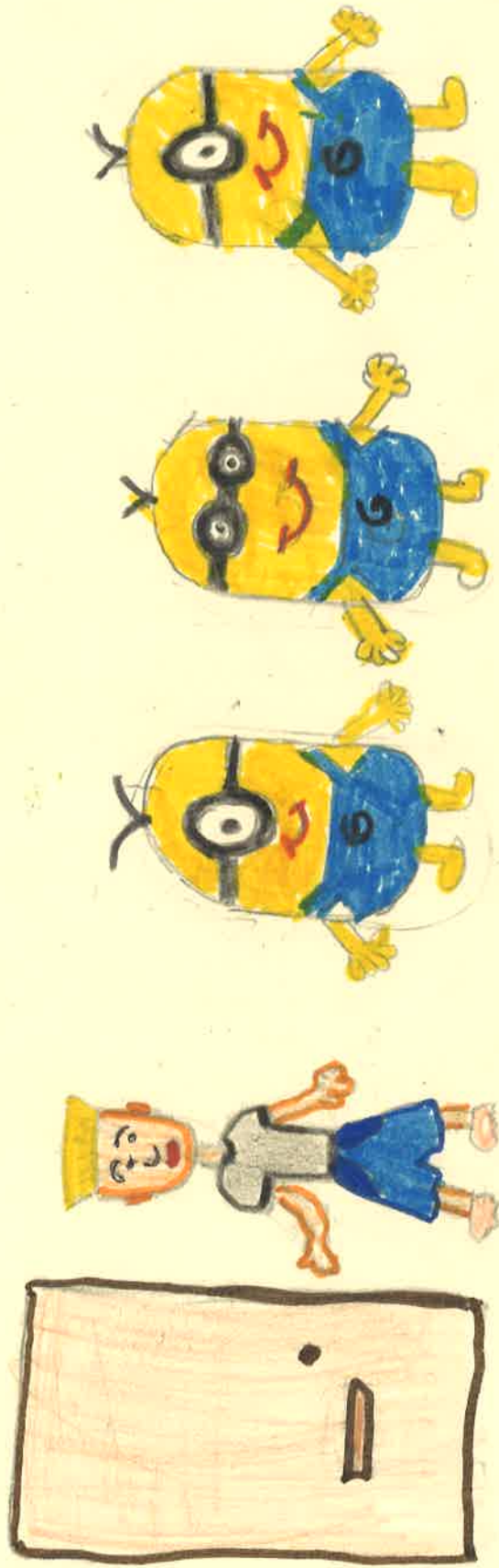
James goes to the beach, and the minions are there.

- James va a la platja i els minions estan alla.

James va a la platja i los minions estan bañándose.

James va a la platja i los minions estan bañándose.

James va a la platja i los minions estan bañándose.



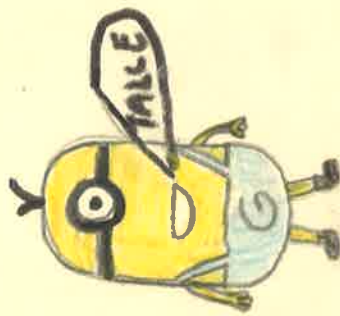
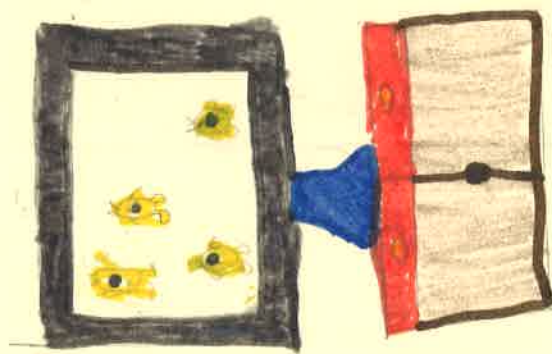
James says: Come on! Go home, and they go home.

James dia: ~~Venga~~, anhem a casa; i van marxa a casa.

James dice: Vamos a casa; i se va a casa.

James चला चले जाते हैं, वह चले जाते हैं

James نے کہا آؤ "چلیں اور وہ چلے گئے۔"



The minions enter in the TV one of the minions
says-talle "talle means 'bye'"

- Els minions entran en la televisió, un dels minions
diu talle. (talle significa adieu).

- Los minions entran en la tele, uno de los minions dice
Adios.

6 25 1693 62, 72 72 72

ایک مینیون نے تھپٹا لیا۔ تالے کا مطلب ہے خدا حافظ۔۔۔۔۔
مینیون بی بی وی میں داخل ہوئے۔

One

by: Aiza Tatin
by: Min
by: Mubashar

Two



Three



One group of
children go to Paris.
In their suit cases,
there are a lots of
money. They must give money to Robin. He is in Paris



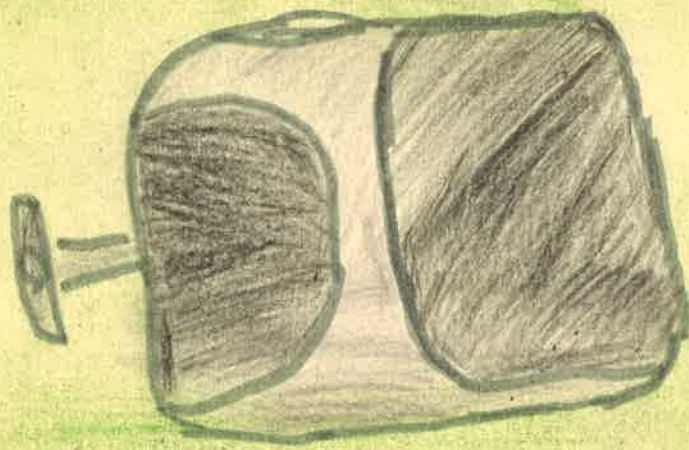
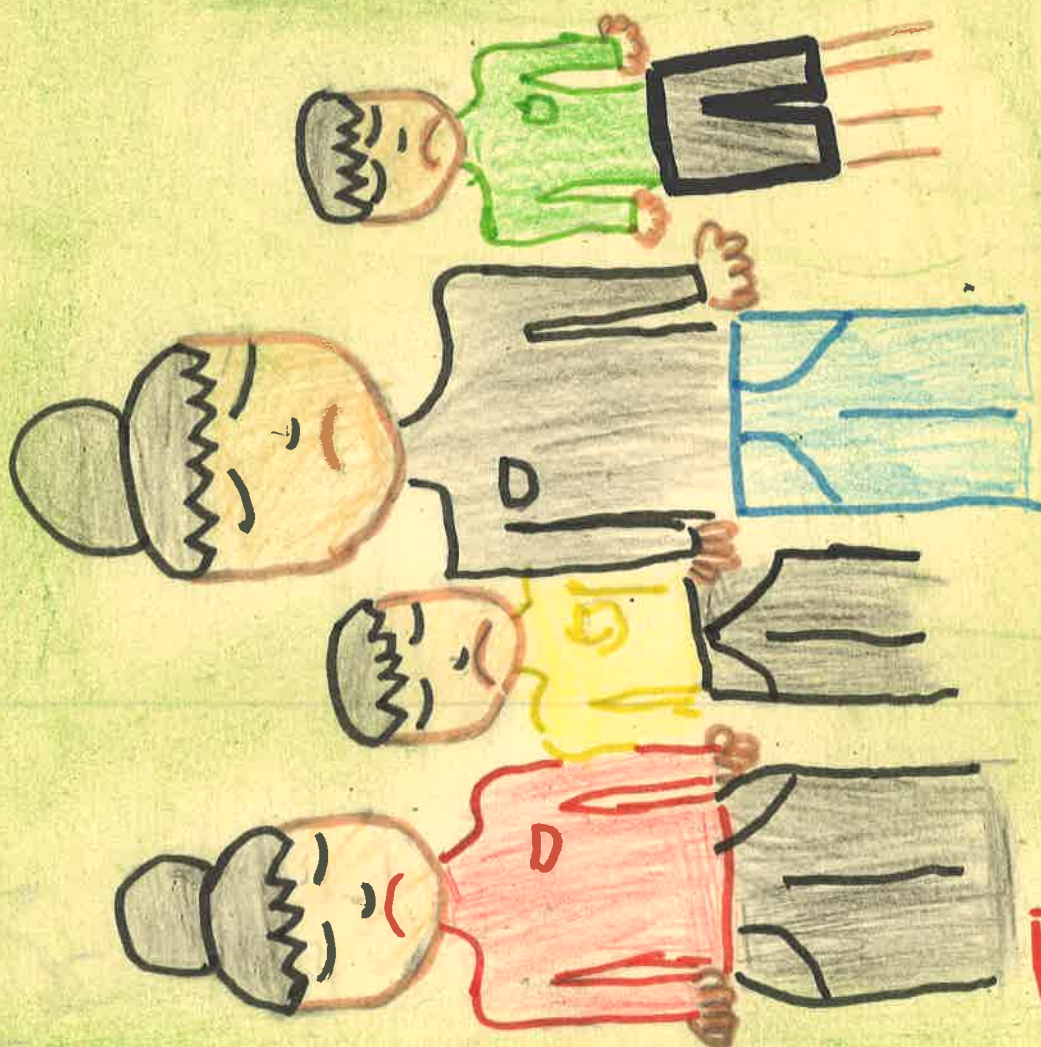
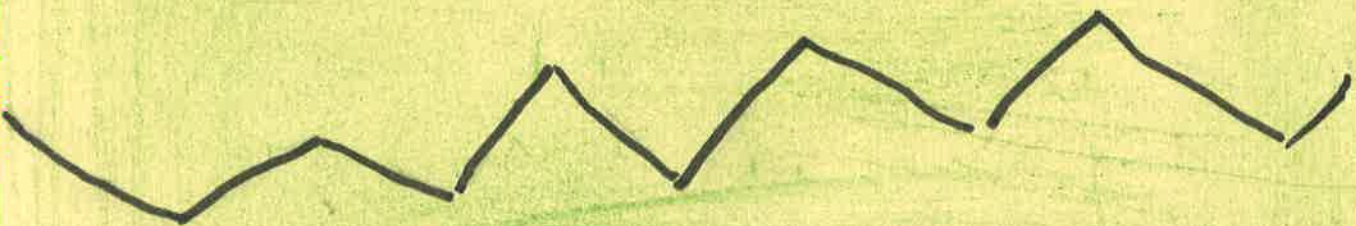
تھوڑے میں سے ایک گروپ ہمیں سب سے زیادہ مصلحت مند کرنے کے لیے جڑیں پھیلاتے ہیں
 انہوں نے ان کو ضرورت تھی۔ یہ سب کو کاٹا۔ ۵۹ پیپر کے ہیں۔

سوال و جواب کے لیے

کے لیے جواب کے لیے

کے لیے جواب کے لیے

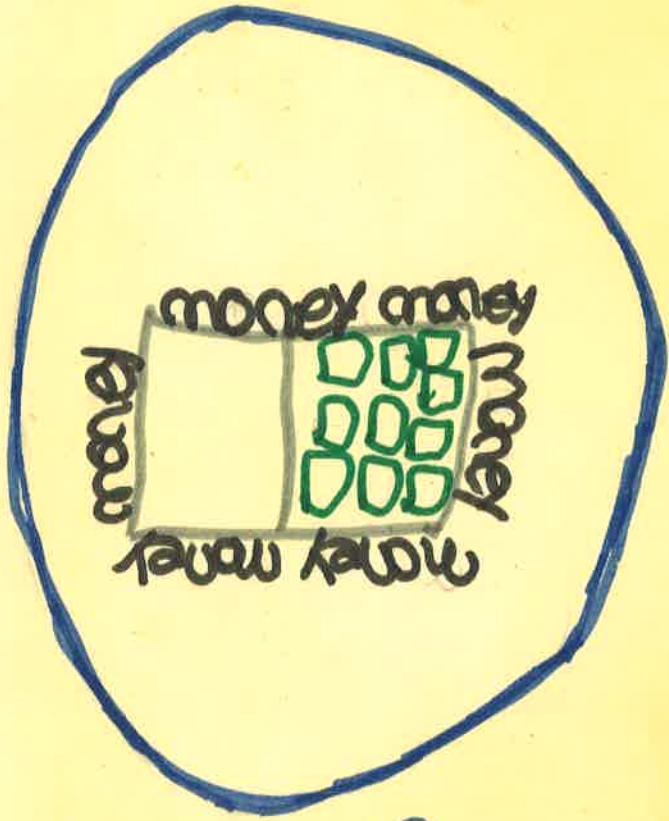
کے لیے



The group arrives Rex is and they lost the suitcase

گر وہ بپشیر سے پہنچتا ہے۔ - ارمان کو سوٹ گیس مگر یہ
جان بچے۔ -

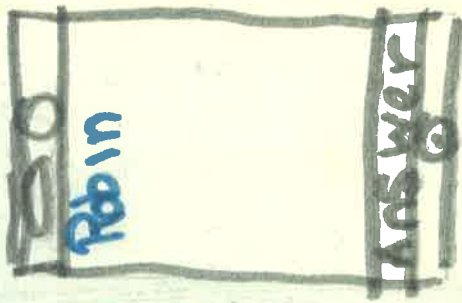
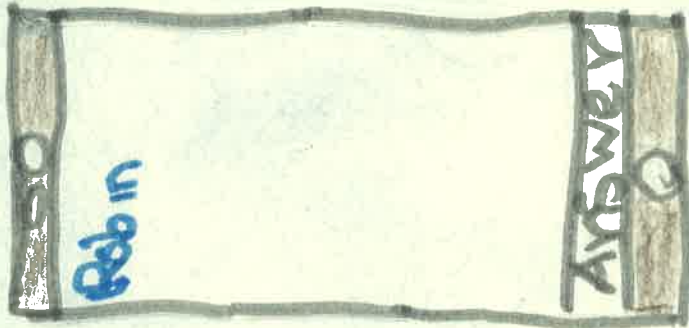
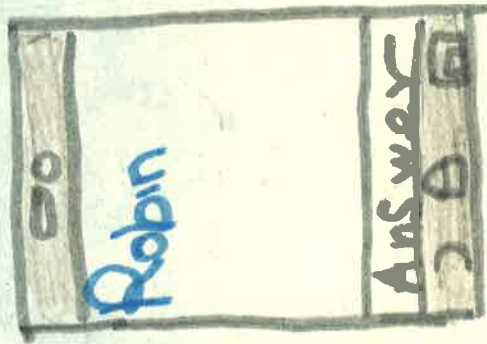
انجمن و عہدہ
مجلس و عہدہ



Robin calls the children to ask about his suitcase

روپن بون کو گس کے بارے میں۔

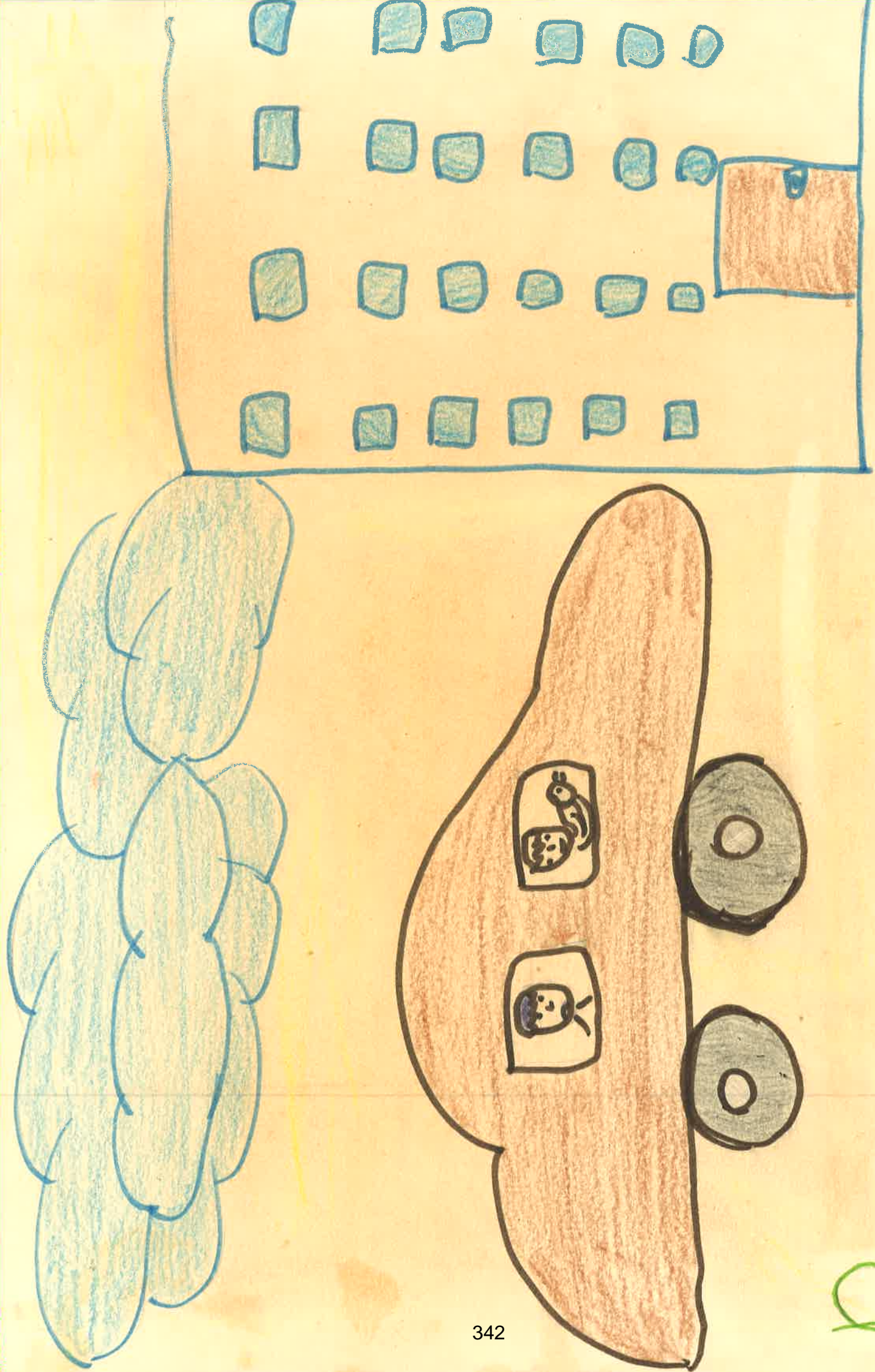
روپن بون کو گس کے بارے میں۔



The children don't answer the phone.

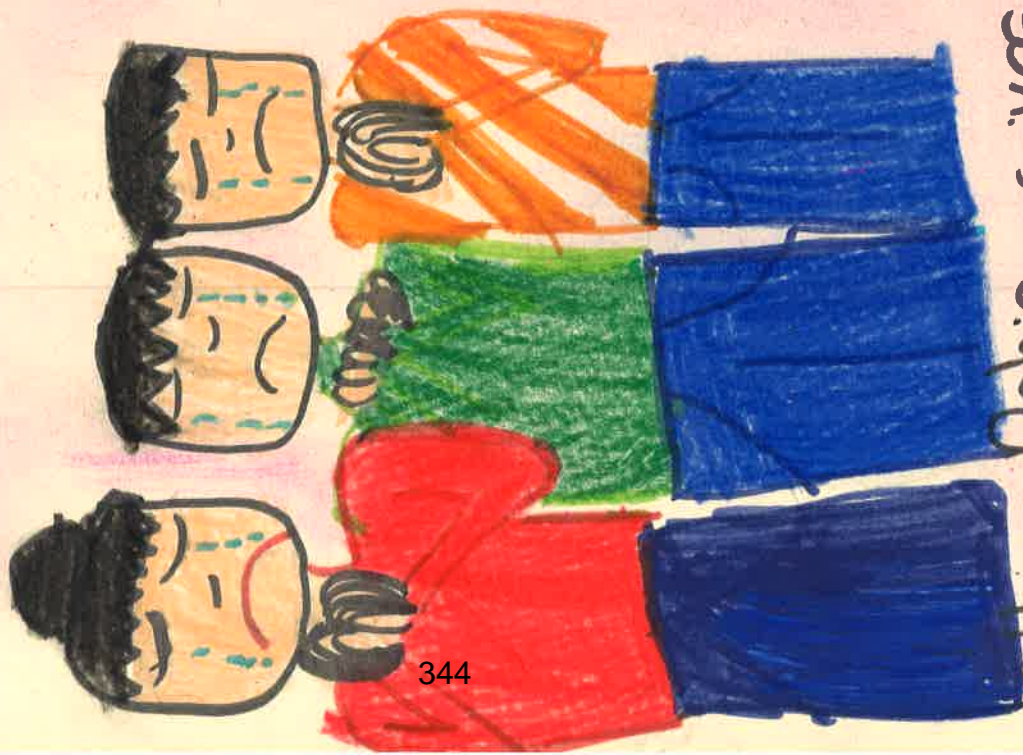


پکی فون کا جواب دے رہا
میری جیٹ کا تڑپنا



Robin goes to the airport because he is worried **S**

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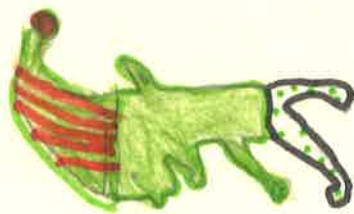


When Robin arrives the children apologise because they
lost the suitbag.



Sundaily, a Policeman arrive with suitcase and
 Robin and children said is mine. All is well

THE BOYS



By: Laiba Akhtar Yasmeen
Jordan Moran Miranda
Sergio Darriba Gomez
Maria Cristina Agudong Diego
Giorio Daniel Borrero Bejorano

Ni dakti ket pitugo.

El Pequeno Pitugo.

El Petit barufet

349



Once upon a time a small smurf lived in a forest.

ایک دن کا ذکر ہے کہ معروف ایک جنگل میں رہتا تھا۔

Moyse nga una vi pitulo nga basit odda yanta. Pabakiven.

Habia una vez un pequeño pitulo que vivia en el bosque.

Hi havia una vegada un petit barretet que vivia al bosc.

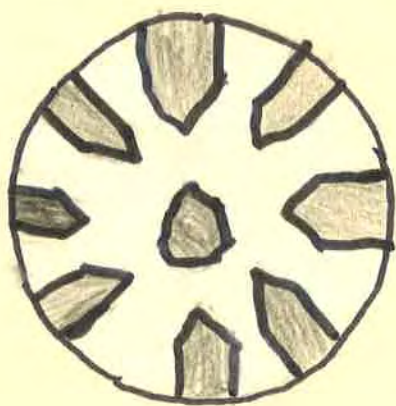


The smurg wanted to play gootball.

سکریف نے فوٹبل کھلنا تھا۔

Diaq pitugo kaupt na ti ayey ayom ti football.

El pitugo queria jugar a futbol.
El barratet volia jugar a futbol.

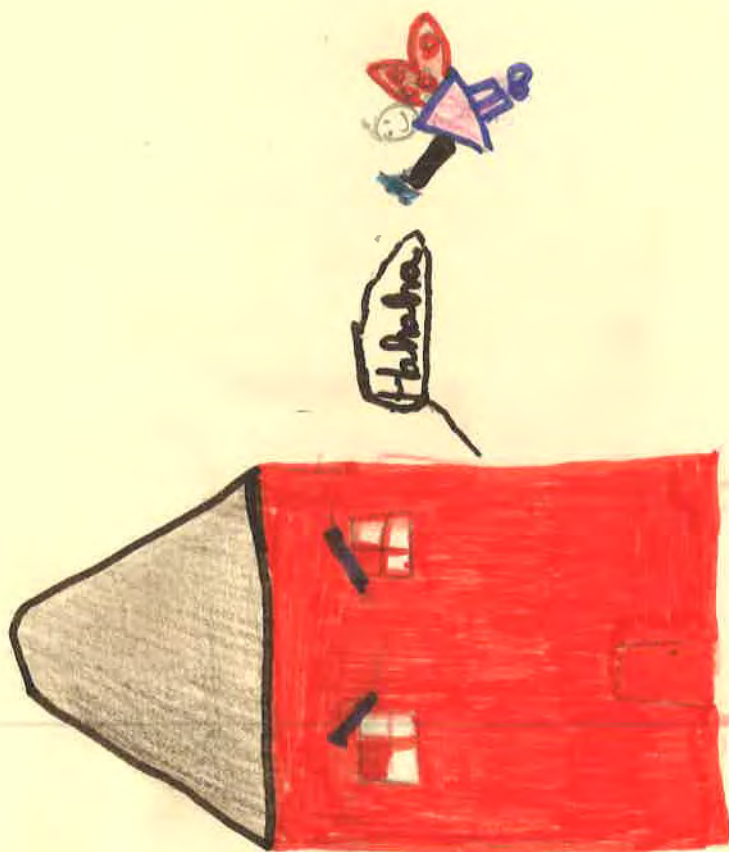


But he was very very small.

Ayem Sobra met ti obas-sit non

Pero era muy muy Pequeño
Pero era molt molt petit

لکین وہ بہت چھوٹا تھا۔



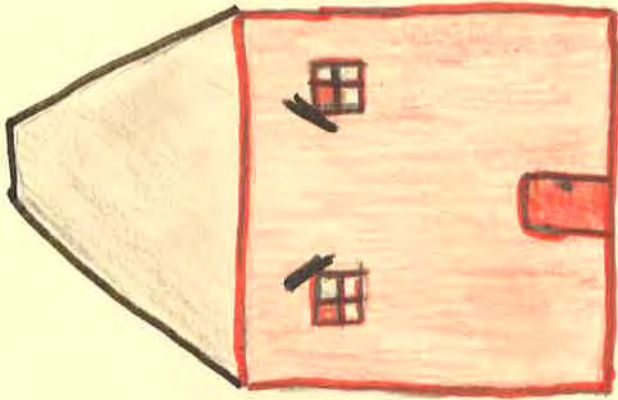
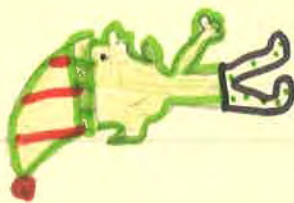
He goes to a magic house to ask a Fairy: Make me big!!

او دوه آيل جاوه جي مين ڳاڻا -

Napon isuna it mayso nga inkantado nga babay ta dawo-tenna yanta inkantado
nga padale-kelenno.

Es fueahca-da mágica y se encuentra una hada y le dice hazme gran

El va andar a la casa mayra i es troba una fada i li diu: fes me gran



The snurf asks to the fairy: Please make me big! And the fairy says:
OK!

سمرب ے پاری کو پایا تھا۔
 جو جھوٹا پرو اور پاری نے کایا اچھا۔

Ni pitugo sinaled-gudwa ken-ni inkantada mabalin nga padak-kalen ket-ti Kuma
 ni inkantado: OKAY!

El Pitugo se dijo: Per favor, hazme grande y la hada dice ink!

El barrufet li va dir si us plau fes me gran i la fada diu: Dacat!



Now the Smurf is big and he's playing football with friends.

اور ابھی سمجھ سکتا ہے اور اپنے دوست کے ساتھ چل رہا

-
Ita ni ghujo Kut Kaddalen, makiy - aym ti jodball Koda-gita gaganema.

Ahora el pitufo es grande y esta jugando a futbol con sus
amigos.

Ara el barrufet és gran i està jugant a futbol amb els seus
amics.



The end



And now he is very very happy

اودا اچي ده نو ش پ - آ خير

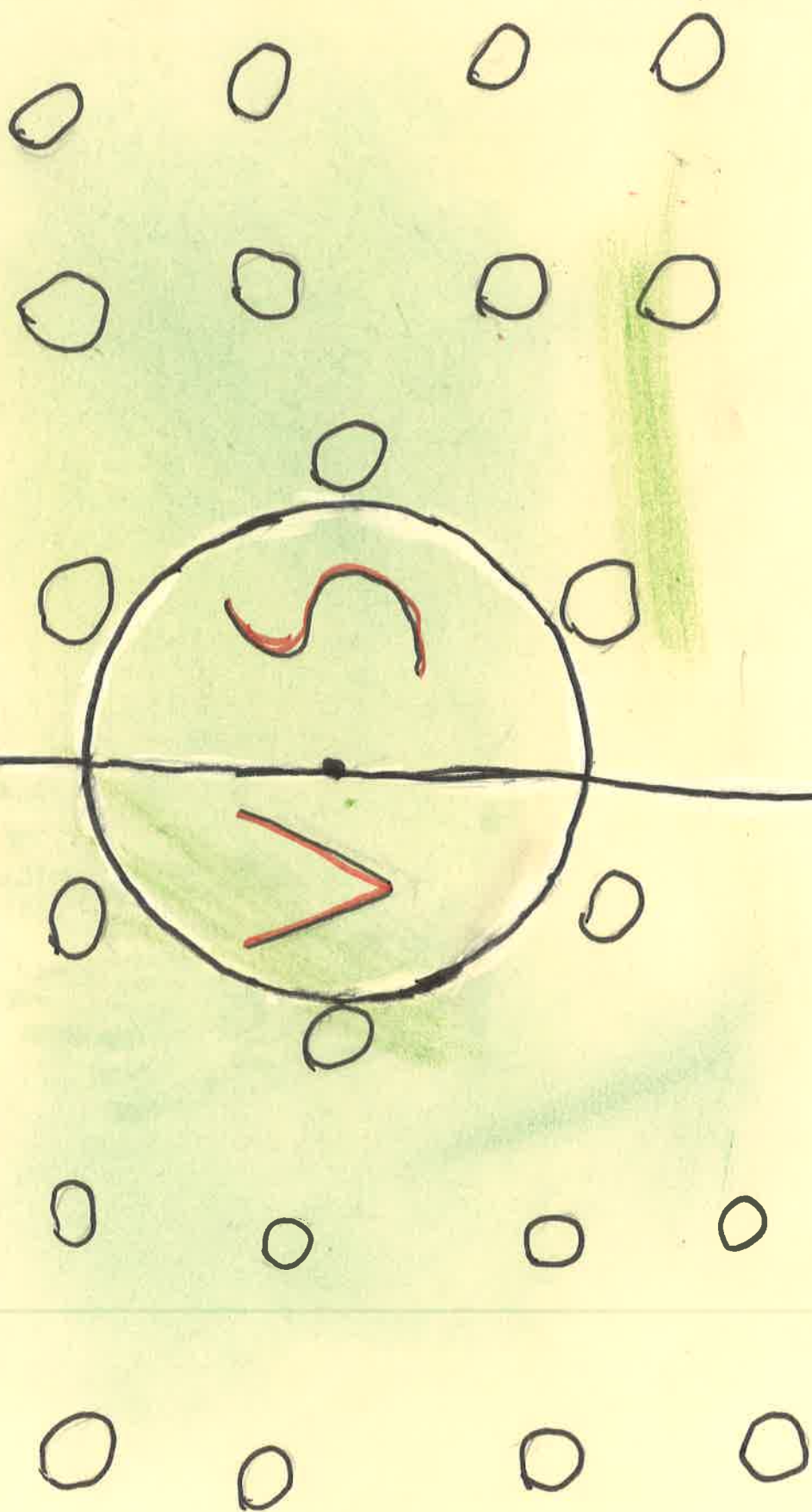
Igare ita fiet nastagah-fiet Nagip-Passanen

Y doro er mury mury seliz Fin

Y aa er molt molt flic Fi

Pitu. Madrid

Pitu. Barça



The

match



By: Anas, Maniba, Samira, Antonio, Khizar.

SS
- El partido



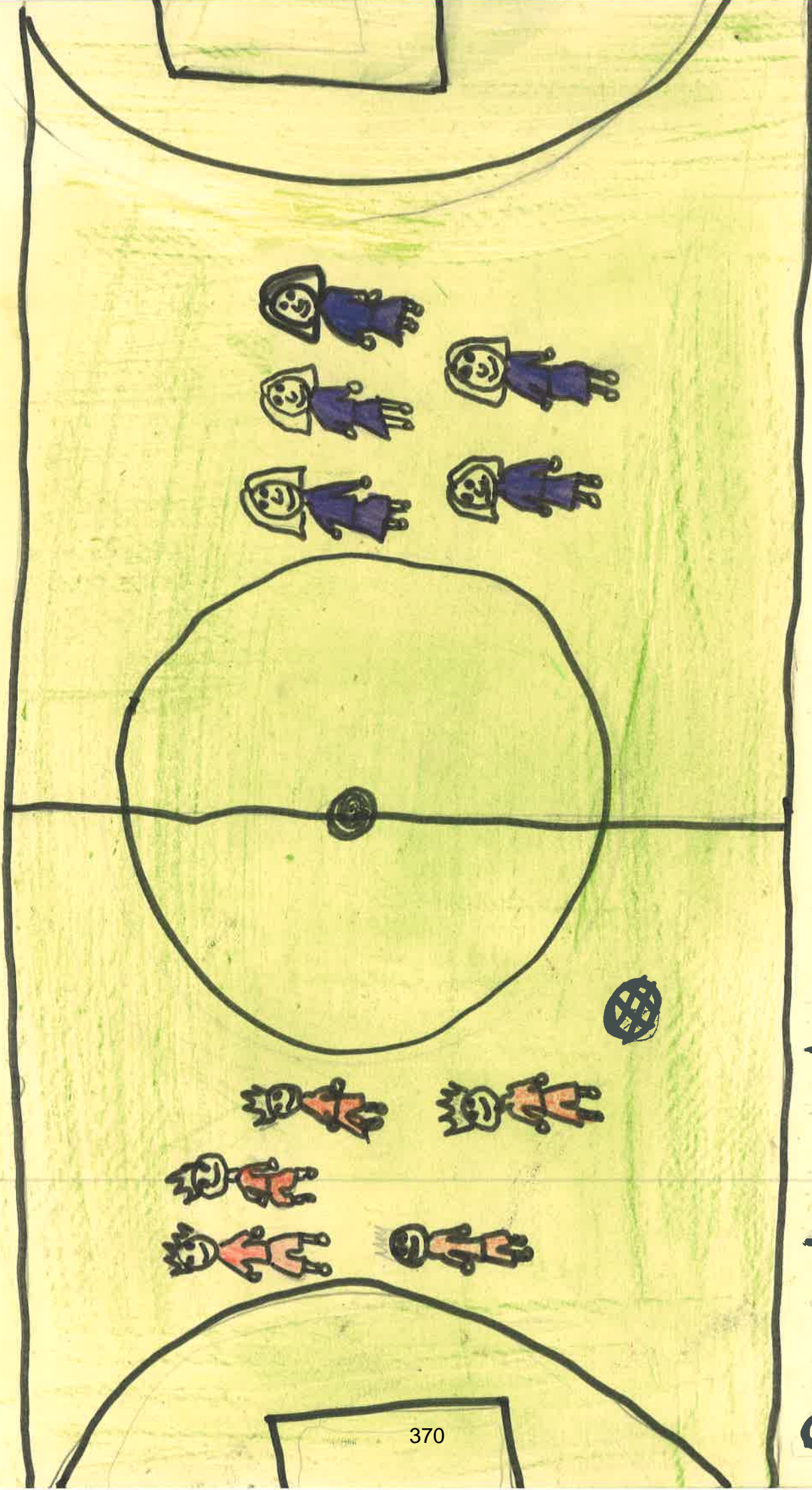
Once upon a time, there was a match, of girls and boys.

1

ایک باری کا زیرِ حے کے لڑکھو احد لڑکیاں

چٹھا۔

-Habia una vez unas chicas y chicas que estaban jugando un partido de futbol.



During the match the girls and the boys are very nervous

- دورانِ طبع کے ادب لڑکیاں بہت نروس تھیں۔
- *During the period, the girls were very nervous.*



The match started and a girl and a boy were fighting.

بیج شروع پیدا اور ایک لڑکا آمد لڑکی لڑکی کر دیتے۔

کی بیوی لے کر فلان کے
تعلیم دینا

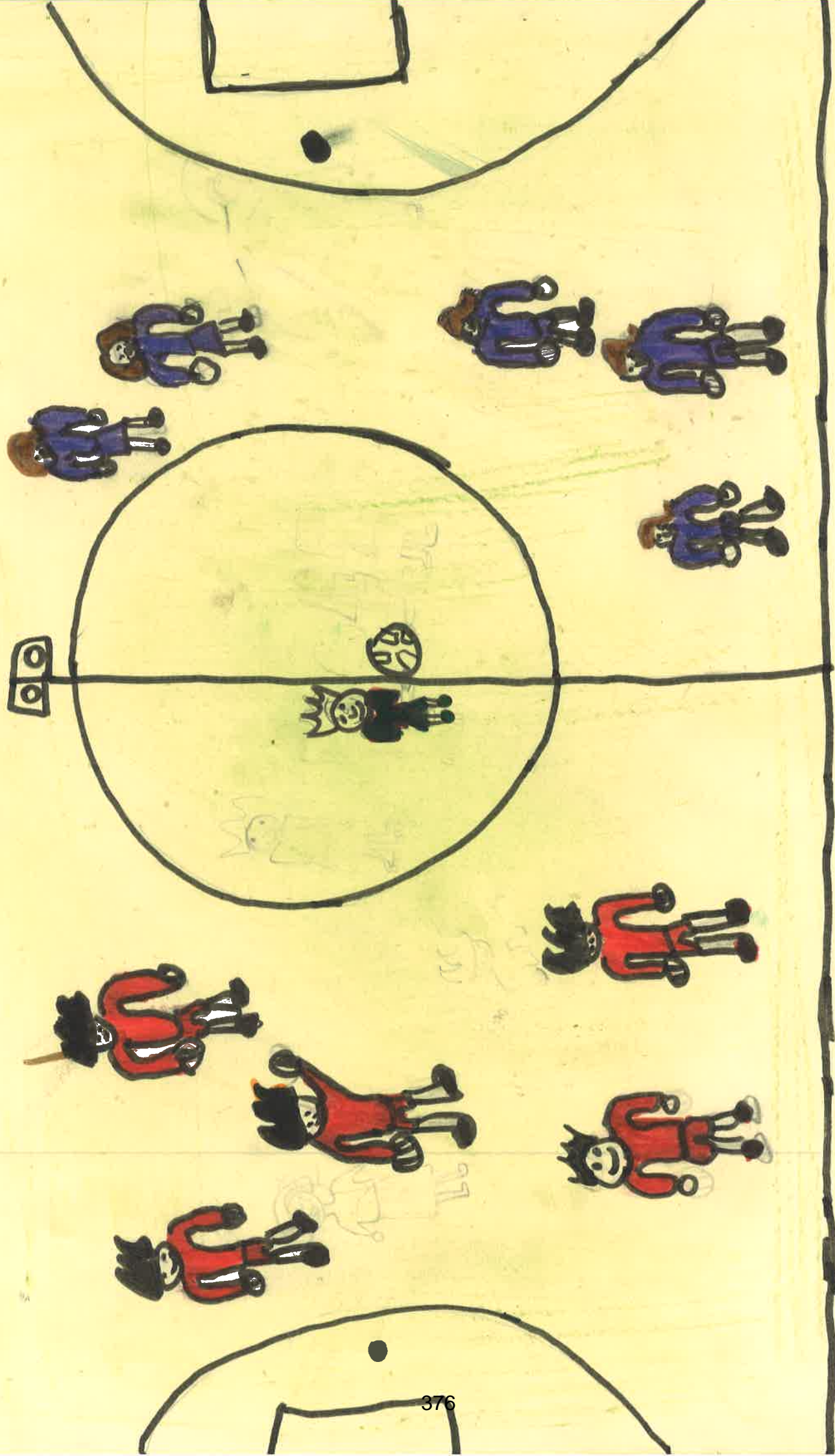
• El partido empieza y una chica y un
chico se pelean

girls

boys

The other players come and stop the fighting

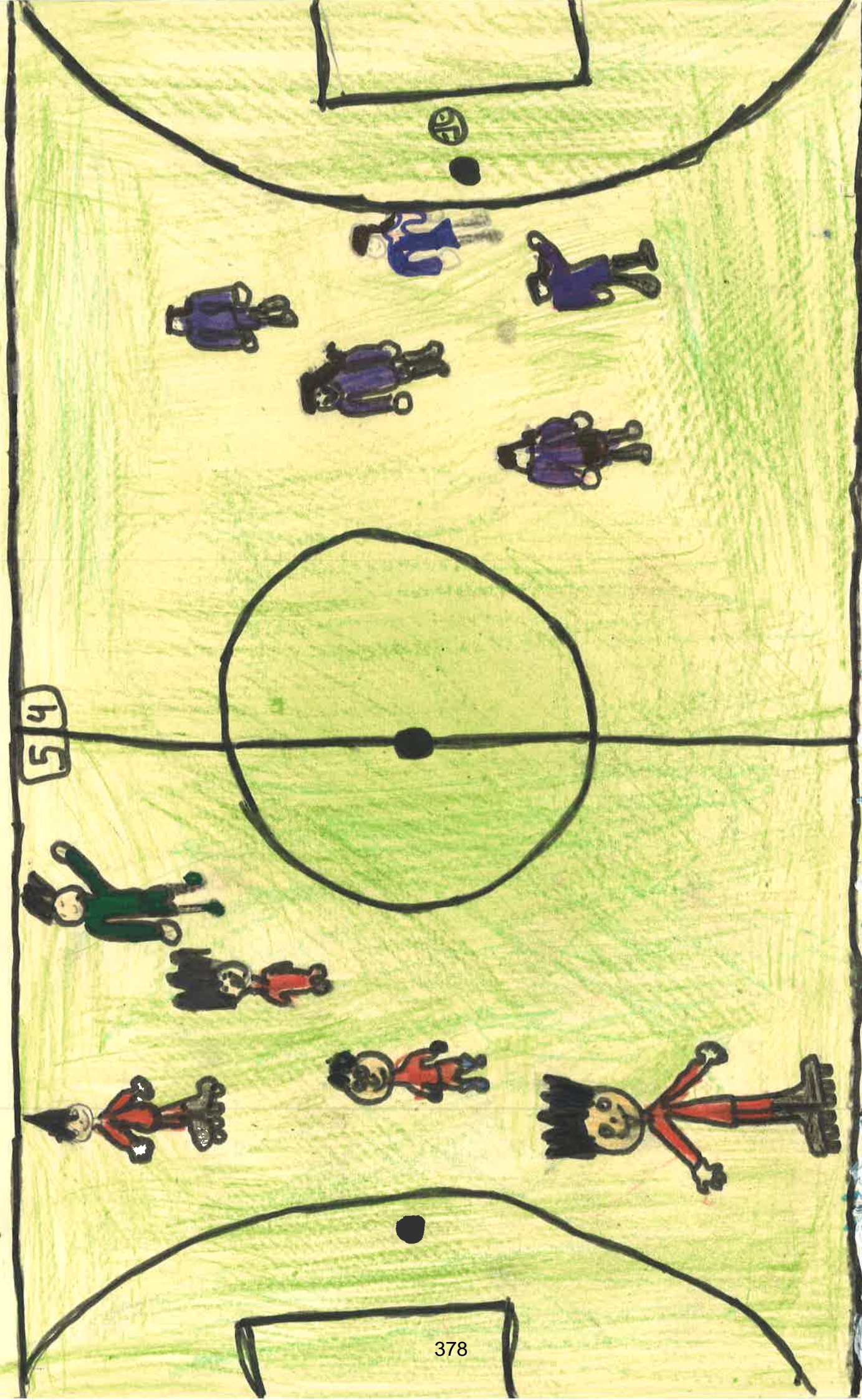
- پتہ مسرعہ کو روکنا -
- Los otros jugadores vienen a Separados.



The girls and boys started the match again.

لم کے اھلکریا نے بیچ پھر سے شروع کیا۔

- Los Chicos y las Chicas han comenzado
- otra vez el partido.

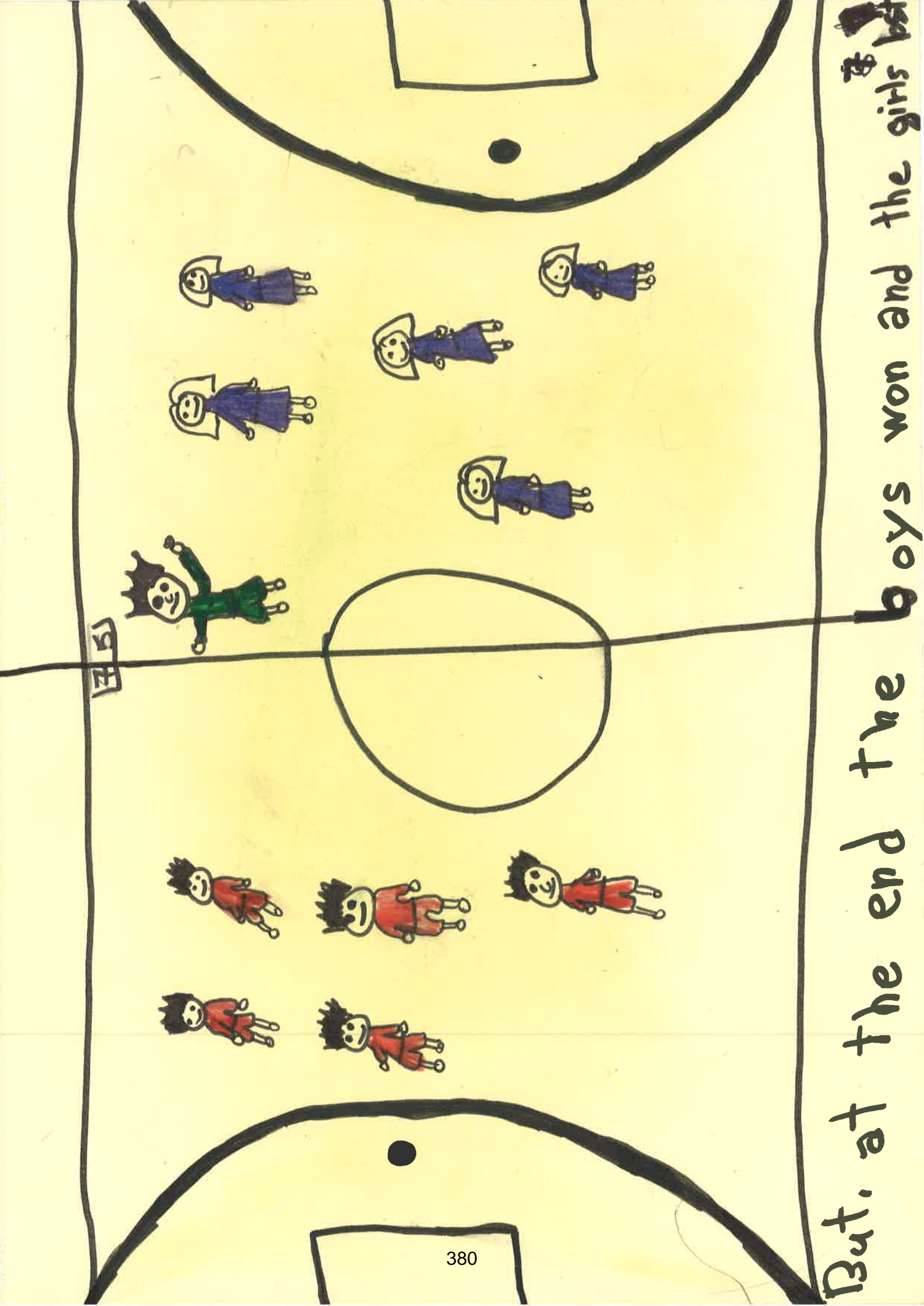


The match become hard and hard.

منجھل ہوئے

نہت

• El partido se pone difícil.



1751

But, at the end the boys won and the girls lost

لیکن آخری میں لڑے زبردستی اور سہ سہا ہار گئی .

• Pero al final ganan los chicos y las chicas pierden.

1421



The girls were very sad and The boys were happy.

آخری میں لڑے جید جاتے پھو اور ٹر پیا پار جاکی

- Las niñas estan muy tristes

y las niñas estan muy alegres.

THE PLAYER

WHO CAN'T

PLAY

CRICKET



by:

Hanayrie.3

Marjanul Islam

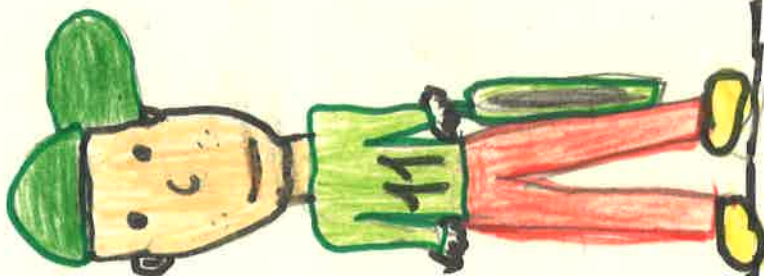
Khizar.H

Yasra.B

من غنى غنى غنى غنى

El jugador que no puede jugar a cricket

من غنى غنى غنى غنى

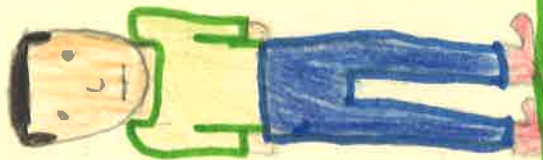


--Once upon a time there was a cricket player called Monty

اللہ سبحانہ و تعالیٰ نے ایسی نوا سرا جو زندہ

Habia una vez un jugador que jugaba a cricket

اللہ تعالیٰ ہمیں بہت سے نکلنے آئے

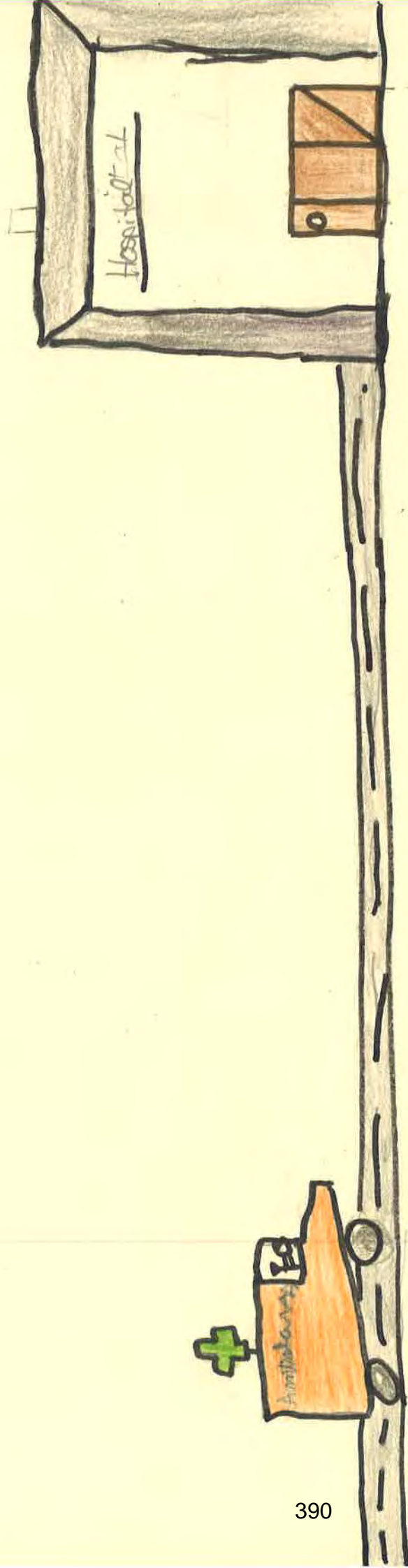


A player threw the ball to Mester and hit in his face 2

کھلاڑی نے بال چھو کر مارا ہے

El jugador tiro la pelota en la cancha

میں نے بال چھو کر مارا ہے



Suddenly the ambulance comes and they take
Hortaza to hospital.

لو چي ٻڌڻي ۾ ۲۲ ايڙس ٿي وڃي

Derepente Uga la ambulancia i la U van al hospital

لنڊن ۾ سنڌي ٻولي جي سکيا

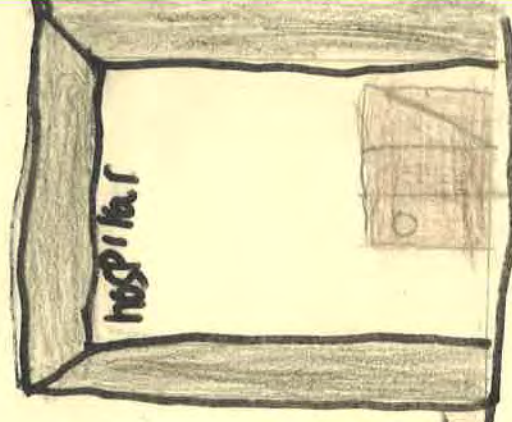


When the ambulance arrived to the hospital there
wasn't a free place

صبا امف لیس ہو پتیاں میں خرابی تھی

Cuando la ambulancia llega al hospital novavio sitio

فلو پین تھی فوننگ



Then they took him to another hospital.



So lucky ! It is opened ! They entered the hospital room.

لیجہ سیتھ فوشن مسسٹنٹ ع سولہ ہوا ع وہ اندر آئے اور وہو بحال تھے۔

Que suela esta chisita! y entraron en el hospital

علیہ سیتھ فوشن مسسٹنٹ ع سولہ ہوا ع وہ اندر آئے اور وہو بحال تھے۔



And doctors cured him. Now, Mortaza is very happy and his story is over

کے لئے اس کو دیکھنا اب صرنا نا بیہ تو سوچو اپنے ہمارے

Los doctores le curaron. Ahora, Hartaga está muy contento
y este cuento se ha acabado

کہ سن کر اس کی خوشی سننے کے لئے

Annex 2: Categorised qualitative data

VARIBALE:

plurilingual identity

CATEGORIES:

[codeswitching] [cultural identity] [enjoyment when referring to HL] [language identity] [metalinguistic awareness] [Refer to HL for socioaffective reasons] [spontaneous translation] [spontaneous use of AL] [unawareness of HL] [spontaneous use of HL]

Quotation(s): 327

P 2: SSPREP_2.docx - 2:3 [P: A vegades, sometimes Spanis..] (28:28) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
No memos

P: A vegades, sometimes Spanish

P 2: SSPREP_2.docx - 2:7 [P: Tenim que posar all time?] (50:50) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]

No memos

P: Tenim que posar *all time*?

P 2: SSPREP_2.docx - 2:11 [P: La mía en English] (71:71) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
No memos

P: La mía en *English*

P 2: SSPREP_2.docx - 2:13 [P: Spanish, English, Francès a..] (92:92) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
No memos

P: Spanish, English, *Francès* and Arab

P 2: SSPREP_2.docx - 2:14 [P: Spanish o Català] (99:99) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
No memos

P: Spanish *o Català*

P 2: SSPREP_2.docx - 2:19 [P: Jo només Spanish] (121:121) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
[metalinguistic awareness] -
Family: plurilingual identity]
No memos

P: Jo només *Spanish*

P 2: SSPREP_2.docx - 2:26 [P: Yes, jo sometimes] (159:159) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
No memos

P: Yes, jo sometimes

P 2: SSPREP_2.docx - 2:29 [P: Jo sempre hablo en Espanish..] (180:180) (Super)

Codes: [codeswitching] -
Family: plurilingual identity]
No memos

P: Jo sempre *hablo en Espanish*

P 2: SSPREP_2.docx - 2:39 [P: La meva mare sap anglès per..] (77:77) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
No memos

P: La meva mare sap anglès perquè treballa amb una *panadería* i sap *inglés* i el meu pare és cambrer i taxista i també sap anglès

P 3: SSPREP_3.docx - 3:16 [P: Amb els amics (real effort ..] (164:164) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
No memos

P: Amb els amics (*real effort to speak Catalan*) amb els friends?

P 3: SSPREP_3.docx - 3:17 [P: English també] (169:169) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
No memos

P: English també

P 4: SSPREP_4.docx - 4:7 [P: Dices, I have xx brothers] (71:71) (Super)
Codes: [codeswitching] -
Family: plurilingual identity]
[metalinguistic awareness] -
Family: plurilingual identity]
No memos

P: Dices, I have xx brothers

P 4: SSPREP_4.docx - 4:8 [P: Amb Spanish] (75:75) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: Amb *Spanish*

P 4: SSPREP_4.docx - 4:17 [P: Listen, ¿Qué listen?] (122:122) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: Listen, ¿Qué *listen*?

P 4: SSPREP_4.docx - 4:18 [P: Què vol dir spoken?] (124:124) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
[metalinguistic awareness -
Family: plurilingual identity]
No memos

P: Què vol dir *spoken*?

P 4: SSPREP_4.docx - 4:19 [P: Català i Spanish] (126:126) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: Català i *Spanish*

P 5: SSPREP_5.docx - 5:3 [P: Primary i la meitat of seco..] (54:54) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: Primary *i la meitat* of secondary

P 5: SSPREP_5.docx - 5:8 [P: Cuatro brothers, departe de..] (125:125) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: Cuatro *brothers*, departe de padre, menos uno, el chiquitin

P 5: SSPREP_5.docx - 5:12 [P: Yo en Espanish y en anglès] (154:154) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: Yo en *Espanish* y en *anglès*

P 5: SSPREP_5.docx - 5:16 [P: My aunty, she no speaking U..] (200:200) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: My aunty, she no speaking Urdu, she speak only English, and my brother, no brother no, el *meu cosí*, viu a *anglaterra* i *np* sap parlar *urdú* i *tinc* quede parlar amb *anglès*

P 6: SSPREP_6.docx - 6:3 [P: Yo sólo sé que ha ido al sc..] (33:33) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: Yo sólo sé que ha ido al *school*

P 7: SSPREP_7.rtf - 7:3 [P: parlo amb àrab all the time..] (108:108) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: parlo amb àrab all the time

P11: SSPREP_8.docx - 11:1 [P: Yo English] (19:19) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: Yo English

P11: SSPREP_8.docx - 11:9 [P: Yo a vegades escric in Engl..] (160:160) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: Yo a vegades escric in English

P11: SSPREP_8.docx - 11:10 [P: English una mica] (171:171) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P: English una mica

P12: FFG_1.docx - 12:23 [P4: Dí, do you like brocolí?] (92:92) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
[P4: Dí, do you like brocolí?]
No memos

P4: Dí, do you like brocolí?

P13: FFG_2.rtf - 13:28 [ALB: Sí, perquè tu quan insult..] (112:112) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

ALB: Sí, perquè tu quan insultes deies allò, *hizzan* o algo així

P17: FFG_6.docx - 17:5 [SI: Jo he tingut mala sort por..] (42:42) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

SI: Jo he tingut mala sort *porqué me lo he perdido*, *porqué estaba* malalta

P17: FFG_6.docx - 17:35 [P1: S'aporiften, quan la mestr..] (115:115) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

P1: S'aporiften, quan la mestra els castigia marxxen i diuen *dendema*

P17: FFG_6.docx - 17:39 [I escriure en anglès i conta..] (59:59) (Super)

Codes: [codeswitching -
Family: plurilingual identity]
No memos

: I escriure en anglès i *contar* un conte amb anglès

P18: FFG_7.rtf - 18:37
[MAN: És que no l'he *escuchat* m..] (96:96) (Super)
Codes: [codeswitching -
Family: plurilingual identity]
No memos

MAN: És que no l'he *escuchat* mai

P27: researchers diary.docx - 27:19 [Language of communication *amon..*] (72:73) (Super)
Codes: [codeswitching -
Family: plurilingual identity]
No memos

Language of communication among them is Spanish but they start codeswitching into English:

'no sé qué me pasa', se me había olvidado la palabra fell down de la chair'.

P27: researchers diary.docx - 27:40 ['yo me tiro un fart'] (135:135) (Super)
Codes: [codeswitching -
Family: plurilingual identity]
No memos

'yo me tiro un fart'

P27: researchers diary.docx - 27:60 [Trio conversation: 2 in Urdu d..] (241:241) (Super)
Codes: [codeswitching -
Family: plurilingual identity]
No memos

Trio conversation: 2 in Urdu discussing whether what they wrote is correct or not, in 3 languages: Spanish, English, Urdu

P27: researchers diary.docx - 27:64 [vaig a agafar un pen] (251:251) (Super)
Codes: [codeswitching -
Family: plurilingual identity]
No memos

vaig a agafar un pen

P27: researchers diary.docx - 27:79 ['yo tengo hungry'] (79:79) (Super)
Codes: [codeswitching -
Family: plurilingual identity]
No memos

'yo tengo hungry'

P 4: SSPREP_4.docx - 4:3 [P: Sí, en el seu país] (36:36) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
No memos

P: Sí, en el seu país

P 4: SSPREP_4.docx - 4:24 [P: Sí, perquè quan estava en e..] (150:150) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
No memos

P: Sí, perquè quan estava en el meu altre país parlava i escrivia molt anglès, perquè allà s'escrui *mol(T)* en anglès

P 5: SSPREP_5.docx - 5:14 [T: Do you read Romanian? P: Pe..] (173:174) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
No memos

T: Do you read Romanian?

P: Pero yo he nascut aquí

P 5: SSPREP_5.docx - 5:17 [P: y por qué quieres saber qué..] (79:79) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
[language identity - Family: plurilingual identity]
No memos

P: y por qué quieres saber qué lenguas hablamos en casa?' / nunca me han preguntado si sé más lenguas que las del cole'

P 6: SSPREP_6.docx - 6:17 [P: Ilocano, con la izquierda] (238:238) (Super)

Codes: [cultural identity -
Family: plurilingual identity]
No memos

P: Ilocano, con la izquierda

P11: SSPREP_8.docx - 11:3 [P: Ella es de Paquistán y yo d..] (74:74) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
No memos

P: Ella es de Paquistán y yo de india

P12: FFG_1.docx - 12:1 [sóc de Bangladesh] (13:13) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
No memos

sóc de Bangladesh

P12: FFG_1.docx - 12:2 [sóc del Pakistan] (16:16) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
No memos

sóc del Pakistan

P12: FFG_1.docx - 12:29 [MAH: Nosaltres fa 10 anys que ..] (120:120) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
No memos

MAH: Nosaltres fa 10 anys que no anem al nostre país

P12: FFG_1.docx - 12:30 [li pregunto a algú del meu país..] (63:63) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
No memos

li pregunto a algú del meu país, perquè és del meu país

P12: FFG_1.docx - 12:32 [que parlo on visc jo en el Paq..] (107:107) (Super)
Codes: [cultural identity -
Family: plurilingual identity]
No memos

que parlo on visc jo en el Paquistan

P12: FFG_1.docx - 12:33 [T: I a vegades us agrada torna..] (129:145) (Super)

Codes: [cultural identity - Family: plurilingual identity]
[T: I a vegades us agrada torna..]
No memos

T: I a vegades us agrada tornar als vostres països?

MU: Jo torno plorant, perquè no m'agrada

T: No t'agrada anar al Pakistan?

MU: No no m'agrada tornar

T: No t'agrada tornar?

MU: Quan estic aquí no vull anar *allí* perquè no m'agrada *allí* i quan estic *allí* no vull tornar aquí

KI: A mi també em va passar, jo deia, no m'agradarà, i quan vaig anar, van passar 3 mesos, he estat 3 mesos, i estic allà, i m'oblido d'aquí, i allà no hi ha crisi

MU: Sí, jo penso que és un somni, a vegades encara no puc creure que *m'hagi* anat, per mi és un somni

T: El què és un somni? Anar al Pakistan?

MU: Sí, a vegades crec que hi he anat i a vegades no

KI: És que a Pakistan no hi ha crisis, una coca cola *vale 35 céntimos*

MU: A vegades no m'ho crec

T: I vosaltres quan aneu als vostres països us sentiu molt diferents?

P: (union) Si

MAR: Quan estic aquí no vull anar a Filipines, i quan estic allà no vull tornar

T: I tu quan vas allà a Filipines, et sents molt diferent?

MAR: Sí

P12: FFG_1.docx - 12:34 [Ja és que parlem els idiomes q..] (146:146) (Super)

Codes: [cultural identity - Family: plurilingual identity]
[language identity - Family: plurilingual identity]
No memos

Ja és que parlem els idiomes que parlem, i tenim a tota la nostra família *allí*

P12: FFG_1.docx - 12:35 [T: Creieu que és xulo?] (151:151) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

T: Creieu que és xulo?

P12: FFG_1.docx - 12:36 [T: I a vosaltres us agrada ser..] (149:152) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

T: I a vosaltres us agrada ser de moltes parts del món?

P: (union) Si

T: Creieu que és xulo?

P: (union) sí, molt

P12: FFG_1.docx - 12:37 [SE: Jo he viscut a moltes païs..] (160:160) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

SE: Jo he viscut a moltes països: a Paquistan, a Espanya, a Itàlia, a França, i també a, *no me acuerdo*, comença per Sri,

P12: FFG_1.docx - 12:38 [KI: Jo he viscut a Pakistan, E..] (165:165) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

KI: Jo he viscut a Pakistan, Espanya, Itàlia, *Belgium*, Amsterdam

P12: FFG_1.docx - 12:39 [P4: Jo em quedaria al Pakistan..] (182:182) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

P4: Jo em quedaria al Pakistan, està tota la meua família allà, jo em sento bé al Pakistan.

P12: FFG_1.docx - 12:40 [T: I vosaltres quan aneu als v..] (141:142) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

T: I vosaltres quan aneu als vostres països us sentiu molt diferents?

P: (union) Si

P12: FFG_1.docx - 12:41 [MU: Quan estic aquí no vull an..] (134:136) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

MU: Quan estic aquí no vull anar *allí* perquè no m'agrada *allí* i quan estic *allí* no vull tornar aquí

KI: A mi també em va passar, jo deia, no m'agradarà, i quan vaig anar, van passar 3 mesos, he estat 3 mesos, i estic allà, i m'oblido d'aquí, i allà no hi ha crisi

MU: Sí, jo penso que és un somni, a vegades encara no puc creure que *m'hagi* anat, per mi és un somni

P12: FFG_1.docx - 12:53 [T: No t'agrada anar al Pakista..] (131:132) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

T: No t'agrada anar al Pakistan?

MU: No no m'agrada tornar

P12: FFG_1.docx - 12:54 [KI: A mi també em va passar, j..] (135:135) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

KI: A mi també em va passar, jo deia, no m'agradarà, i quan vaig anar, van passar 3 mesos, he estat 3 mesos, i estic allà, i m'oblido d'aquí, i allà no hi ha crisi

P12: FFG_1.docx - 12:55 [MU: Sí, jo penso que és un som..] (136:138) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

MU: Sí, jo penso que és un somni, a vegades encara no puc creure que *m'hagi* anat, per mi és un somni

T: El què és un somni? Anar al Pakistan?

MU: Sí, a vegades crec que hi he anat i a vegades no

P15: FFG_4.docx - 15:19 [AL: Sí, perquè així la gent sa..] (84:84) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

AL: Sí, perquè així la gent sap com és la nostra llengua, com s'escriure, com es parla

P15: FFG_4.docx - 15:20 [OM: En el nostre país] (91:91) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

OM: En el nostre país

P16: FFG_5.docx - 16:11 [meva llengua] (37:37) (Super)

Codes: [cultural identity - Family: plurilingual identity]

No memos

meva llengua

P16: FFG_5.docx - 16:16 [MO: Perquè hem parlat més amb ..] (51:51) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [cultural identity - Family: plurilingual identity] [language identity - Family: plurilingual identity]
No memos

MO: Perquè hem parlat més amb el nostre idioma

P16: FFG_5.docx - 16:32 [del nostre país] (39:39) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

del nostre país

P17: FFG_6.docx - 17:25 [P2: Jo sí, perquè nosaltres, j..] (86:86) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

P2: Jo sí, perquè nosaltres, jo no sabia com llegir-ho i vosaltres m'heu donat la idea de llegir ho i pensarho diferent, traduir-ho

P17: FFG_6.docx - 17:30 [SI: Jo sempre parlo amb les am..] (95:95) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

SI: Jo sempre parlo amb les amigues amb el meu idioma

P17: FFG_6.docx - 17:33 [SI: Jo sí perquè tinc moltes a..] (100:100) (Super)

Codes: [cultural identity - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]
No memos

SI: Jo sí perquè tinc moltes amigues, no parlo amb el meu idioma però hablo amb urdú, la meva aquí no i arribem a casa i parlo punjabi, però poc.

P18: FFG_7.rtf - 18:1 [i sóc de Cub] (6:6) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

i sóc de Cub

P18: FFG_7.rtf - 18:2 [he nascut aquí però el meu alt..] (9:9) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

he nascut aquí però el meu altre país és República Dominicana.

P18: FFG_7.rtf - 18:3 [Em dic LA, vaig néixer aquí pe..] (10:10) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

Em dic LA, vaig néixer aquí però el meu altre país és el Pakistan

P18: FFG_7.rtf - 18:4 [MAN: (laughs) Em dic MAN, vaig..] (11:12) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

MAN: (*laughs*) Em dic MAN, vaig néixer aquí però el meu país és el Pakistan

AR: Em dic AR, vaig néixer aquí però el meu país és el Pakistan

P18: FFG_7.rtf - 18:16 [AR: Sí, ens escoltaven, i jo h..] (40:40) (Super)

Codes: [cultural identity - Family: plurilingual identity]
No memos

AR: Sí, ens escoltaven, i jo ho deia amb la meva llengua

P 1: SSPREP_1.docx - 1:17
[T: And we are going to use you..] (173:174) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

T: And we are going to use your languages, and you will have to speak in Bangla, and Urdu, and Arabic in the class

P: (*laughs*)

P 1: SSPREP_1.docx - 1:18
[T: And you will have to speak ..] (175:176) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

T: And you will have to speak in Urdu in the class

P: Wow

P 1: SSPREP_1.docx - 1:19
[T: And in Bangla P: wala] (179:180) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

T: And in Bangla

P: wala

P 1: SSPREP_1.docx - 1:20
[T: And in Bangla? P: Shukrya P..] (188:190) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

T: And in Bangla?

P: Shukrya

P: *All pupils laugh*

P 2: SSPREP_2.docx - 2:4 [P: Spanish and Ecuador (laughs..)] (36:36) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]

[unawareness of HL - Family: plurilingual identity]
No memos

P: Spanish and Ecuador (*laughs*)

P 2: SSPREP_2.docx - 2:18
[P: Spanish, ya ves, todo Spani..] (115:115) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity] [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Spanish, ya ves, todo Spanish (*laugh*)

P 2: SSPREP_2.docx - 2:25
[P: Joer, todo Espanish (all la..)] (152:152) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

P: *Joer, todo Espanish (all laugh)*

P 2: SSPREP_2.docx - 2:32
[T: Yes, and it will be in Engl..] (246:248) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

T: Yes, and it will be in English but, you will be translators, you will have to use Urdu, Spanish, Arabic in the class?

P: Wow

P: En serio (*disbelief*)

P 2: SSPREP_2.docx - 2:33
[P: ¡tenemos que hablar Urdú! P..] (249:250) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

P: ¡tenemos que hablar Urdú!

P: ¡Qué guay!

P 2: SSPREP_2.docx - 2:35
[T: Shukran P: Si P: (All laugh..)] (254:256) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

T: Shukran

P: Si

P: (*All laugh*)

P 3: SSPREP_3.docx - 3:33
[T: And in Ecuador? P: Gracias ..] (315:318) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

T: And in Ecuador?

P: Gracias

P: Gracias loco

P: (*all laugh*)

P 4: SSPREP_4.docx - 4:10
[P: Algunos hablan urdu, el idi..] (91:91) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity] [metalinguistic awareness - Family: plurilingual identity] [spontaneous use of HL]
No memos

P: Algunos hablan urdu, el idioma ese rao, y hacen (*intenta imitar, all laugh*)

P 4: SSPREP_4.docx - 4:15
[P: O sea, (intenta imitar)] (115:115) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
No memos

P: O sea, (*intenta imitar*)

P 4: SSPREP_4.docx - 4:21
[P: Ala, di algo en francés P: ..] (139:140) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]

[metalinguistic awareness -
Family: plurilingual identity]
No memos

P: Ala, di algo en franc  s

P: Sabe un mont  n, ha vivido en
B  lgica 4   os

P 4: SSPREP_4.docx - 4:23
[T: But you speak in in
French?..] (142:144) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
[spontaneous use of HL]
No memos

T: But you speak in in French?
alors, tu parles en fra  ais?

P: Oui

P: Oui, (*la copien*)

P11: SSPREP_8.docx - 11:5
[T & P: All laugh] (82:82)
(Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
No memos

T & P: *All laugh*

P12: FFG_1.docx - 12:3 [T: I
escolteu, us ha sorp  s ai..]
(27:28) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
[motivation towards project -
Family: motivation and
attitudes towards learning
languages] [motivation towards
the use of LITS in the AL
classroom - Family: motivation
and attitudes towards learning
languages] [motivation towards
the use of TOLC in the AL
classroom - Family: motivation
and attitudes towards learning
languages]
No memos

T: I escolteu, us ha sorp  s aix  
de fer servir les vostres lleng  es
maternes? Aix   us ha sorp  s?
Us ha agradat?

P: (*in union*) s  , molt, (*no verbal*
communication changes, all
want to speak)

P12: FFG_1.docx - 12:26 [T:
En pashta? (all burst out l..]
(102:103) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity] [Refer to
HL for socioaffective reasons -
Family: plurilingual identity]
No memos

T: En pashta? (*all burst out*
laughing)

KI:   Pasta! (*all laugh*)

P12: FFG_1.docx - 12:31 [SE:
Est  n grabando, os present..]
(70:70) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
No memos

SE: Est  n grabando, os presento
la nueva pelea, discusi  n entre
dos urd  s

P13: FFG_2.rtf - 13:25 [ALB:
  Por qu   cuando dec  as es..]
(95:96) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
No memos

ALB:   Por qu   cuando dec  as
esta palabra te estabas riendo?

OS: Porqu   igual significaba
otra cosa

P16: FFG_5.docx - 16:25 [P4:
I tamb   hi havien   rabs i ..]
(79:79) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
No memos

P4: I tamb   hi havien   rabs i
estaven *empanos*, perqu  
entenien el que deia jo, i es
quedaven aix  

P17: FFG_6.docx - 17:22 [MI:
A mi les meves amigues m'h..]
(79:79) (Super)

Codes: [enjoyment when
referring to HL - Family:
plurilingual identity] [Refer to
HL for socioaffective reasons -
Family: plurilingual identity]
No memos

MI: A mi les meves amigues
m'han ensenyat a insultar amb
pakistan (*all laugh*)

P17: FFG_6.docx - 17:37
[malament, teniu que parlar
amb..] (39:39) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
No memos

malament, *teniu que parlar* amb
catal  , i ara les parlem i ens diu
molt b   (*big smile*)

P17: FFG_6.docx - 17:41 [Y:
(answers in Punjabi, all gr..]
(70:70) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
No memos

Y: (*answers in Punjabi, all*
group laughs)

P18: FFG_7.rtf - 18:19 [LA:
Quan explic  vem als nens p..]
(49:49) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
[motivation towards project -
Family: motivation and
attitudes towards learning
languages]
No memos

LA: Quan explic  vem als nens
petits, quan llege  em en angl  s
no entenien res per   despr  s els
hi deia la IV amb tagalog per
exemple i els hi feia molta
gr  cia.

P23: AS4.docx - 23:7 [Quan
aprenem altres leng  es en..]
(31:31) (Super)
Codes: [enjoyment when
referring to HL - Family:
plurilingual identity]
No memos

Quan aprenem altres llengües
ens ho passem bé

P23: AS4.docx - 23:8 [És divertit] (32:32) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]

No memos

És divertit

P25: AS6.docx - 25:5 [-perquè ens ho passem bé] (21:21) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]

No memos

-perquè ens ho passem bé

P25: AS6.docx - 25:7 [és molt més divertit les class.] (28:28) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]

No memos

és molt més divertit les classes
així

P26: AS7.docx - 26:1 [hem rigut molt] (4:4) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]

No memos

hem rigut molt

P26: AS7.docx - 26:2 [ha sigut molt divertit] (6:6) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]

No memos

ha sigut molt divertit

P27: researchers diary.docx - 27:1 [Pupils are actually laughing a..] (36:36) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]

No memos

Pupils are actually laughing and making fun of themselves and of each other, they are relaxed and at ease. They mix languages naturally and even attempt to respond to my questions in English in a completely spontaneous form

P27: researchers diary.docx - 27:12 [but in general very good atmos..] (35:35) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]

No memos

but in general very good atmosphere, pupils appreciate small group, someone interested in them, ask them to say thank you in HL, and all laugh

P 2: SSPREP_2.docx - 2:20 [P: Yo no sé tan llegir el meu ..] (125:125) (Super)

Codes: [language identity - Family: plurilingual identity] [metalinguistic awareness - Family: plurilingual identity] [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

P: Yo no sé tan llegir el meu idioma

P 5: SSPREP_5.docx - 5:17 [P: y por qué quieres saber qué..] (79:79) (Super)

Codes: [cultural identity - Family: plurilingual identity] [language identity - Family: plurilingual identity]

No memos

P: y por qué quieres saber qué lenguas hablamos en casa?' / nunca me han preguntado si sé más lenguas que las del cole'

P11: SSPREP_8.docx - 11:14 [P: Quitarías tu idioma? Q raro..] (209:209) (Super)

Codes: [language identity - Family: plurilingual identity]

No memos

P: Quitarías tu idioma? Q raro me parece

P12: FFG_1.docx - 12:34 [Ja és que parlem els idiomes q..] (146:146) (Super)

Codes: [cultural identity - Family: plurilingual identity] [language identity - Family: plurilingual identity]

No memos

Ja és que parlem els idiomes que parlem, i tenim a tota la nostra família *allí*

P12: FFG_1.docx - 12:43 [meu idioma] (30:30) (Super)

Codes: [language identity - Family: plurilingual identity]

No memos

meu idioma

P12: FFG_1.docx - 12:44 [meu idioma] (32:32) (Super)

Codes: [language identity - Family: plurilingual identity]

No memos

meu idioma

P12: FFG_1.docx - 12:46 [nostres idiomes] (40:40) (Super)

Codes: [language identity - Family: plurilingual identity]

No memos

nostres idiomes

P12: FFG_1.docx - 12:52 [Jo a vegades crec parlo un idi..] (107:107) (Super)

Codes: [language identity - Family: plurilingual identity]

No memos

Jo a vegades crec parlo un idioma que es diu *patawari*, o *algo así*, jo a vegades el patawari que és un idioma del Patawar

P14: FFG_3.docx - 14:2 [IV: Que hi ha moltes llengües ..] (21:21) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

IV: Que hi ha moltes llengües a la nostra classe

P14: FFG_3.docx - 14:3 [MU: Q els idiomes són molt dif..] (28:28) (Super)

Codes: [language identity - Family: plurilingual identity] [metalinguistic awareness - Family: plurilingual identity]
No memos

MU: Q els idiomes són molt diferents

P14: FFG_3.docx - 14:25 [en amb el meu idioma] (34:34) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

en amb el meu idioma

P14: FFG_3.docx - 14:27 [riure la meva llengua] (59:59) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

riure la meva llengua

P15: FFG_4.docx - 15:31 [en la nuestra lengua] (76:76) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

en la nuestra lengua

P16: FFG_5.docx - 16:10 [en la meva llengua] (37:37) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

en la meva llengua

P16: FFG_5.docx - 16:16 [MO: Perquè hem parlat més amb ..] (51:51) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [cultural identity - Family: plurilingual identity] [language identity - Family: plurilingual identity]
No memos

MO: Perquè hem parlat més amb el nostre idioma

P17: FFG_6.docx - 17:21 [T: MI, tu parles punjabi? MI: ..] (76:77) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

T: MI, tu parles punjabi?

MI: No però como si lo hablara (*imitates Panjabi*)

P17: FFG_6.docx - 17:36 [T: En quina llengua? MI: Amb l..] (118:119) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

T: En quina llengua?

MI: Amb la meva

P17: FFG_6.docx - 17:43 [el meu idioma] (95:95) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

el meu idioma

P18: FFG_7.rtf - 18:27 [MAN: Jo he après a escriure mo..] (71:71) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [language identity - Family: plurilingual identity]
No memos

MAN: Jo he après a escriure molt més en urdu, que és la meva llengua perquè abans feia moltes faltes i ara no faig tantes faltes

P18: FFG_7.rtf - 18:34 [T: i És més fàcil traduir a l'..] (87:90) (Super)

Codes: [language identity - Family: plurilingual identity] [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

T: i És més fàcil traduir a l'urdu o al català o el castellà?

MAN: En urdu

T: Per què?

AR: Perquè sabem més el nostre idioma

P19: FFG_8.rtf - 19:17 [Hem mirat les nostres llengües..] (37:37) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

Hem mirat les nostres llengües

P20: AS1.docx - 20:3 [Escriure en la meva llengua] (12:12) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

Escriure en la meva llengua

P20: AS1.docx - 20:4 [Escriure en la meva llengua] (13:13) (Super)

Codes: [language identity - Family: plurilingual identity]
No memos

Escriure en la meva llengua

P20: AS1.docx - 20:6 [Podrem aprendre més anglès i m..] (23:23) (Super)

Codes: [awareness of having learnt AL - Families (2): LEARNING OUTCOMES, motivation and attitudes towards learning languages] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [language

identity - Family: plurilingual identity]
No memos

Podrem aprendre més anglès i més de la meua llengua

P 1: SSPREP_1.docx - 1:14
[P: Catalán tiene muchos aKcent..] (151:151) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Catalán tiene muchos aKcentos

P 1: SSPREP_1.docx - 1:15
[P: Because there are so many p..] (163:163) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity] [spontaneous use of AL - Family: plurilingual identity]
No memos

P: Because there are so many people speak in Spanish, we have to speak in Catalan

P 1: SSPREP_1.docx - 1:16
[P: Porqué tiene muchos acentos..] (167:167) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity] [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

P: Porqué tiene muchos acentos, inglés no puede ser, porque en todos los países hablan inglés

P 1: SSPREP_1.docx - 1:21
[P: No, no catalan, porque en c..] (168:168) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: No, no catalan, porque en catalán hablan casi todos los maestros

P 2: SSPREP_2.docx - 2:2 [P: Sí, es que me lío] (16:16) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Sí, es que me lío

P 2: SSPREP_2.docx - 2:5 [P: ¿Cómo se escribe Spanish? T..] (41:43) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: ¿Cómo se escribe Spanish?

T: And you?

P: *Espanish*

P 2: SSPREP_2.docx - 2:6 [P: Ya está, aunque no sé cómo ..] (45:45) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Ya está, aunque no sé cómo se escribe

P 2: SSPREP_2.docx - 2:8 [P: Lo he escrito mal] (52:52) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Lo he escrito mal

P 2: SSPREP_2.docx - 2:9 [P: Oye Sergio la e de 5è se po..] (53:53) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Oye Sergio la e de 5è se pone un guió obert o tancat?

P 2: SSPREP_2.docx - 2:12
[P: ¿Cómo se escribe English? P..] (80:81) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: ¿Cómo se escribe English?

P: *E (open E)-nglish*

P 2: SSPREP_2.docx - 2:15
[P: Spanish, todo es Spanish] (104:104) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Spanish, todo es Spanish

P 2: SSPREP_2.docx - 2:16
[P: Spanish i Catalán no són lo..] (108:108) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Spanish i Catalán no són lo mateix no?

P 2: SSPREP_2.docx - 2:17
[P: Spanish i Catalán no són lo..] (108:109) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity] [unawareness of HL - Family: plurilingual identity]
No memos

P: Spanish i Catalán no són lo mateix no?

P: ¿no? tu flipas ¿no?

P 2: SSPREP_2.docx - 2:18
[P: Spanish, ya ves, todo Spani..] (115:115) (Super)
Codes: [enjoyment when referring to HL - Family: plurilingual identity] [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Spanish, ya ves, todo Spanish (*laugh*)

P 2: SSPREP_2.docx - 2:19
[P: Jo només Spanish]
(121:121) (Super)

Codes: [codeswitching -
 Family: plurilingual identity]
 [metalinguistic awareness -
 Family: plurilingual identity]
 No memos

P: Jo només *Spanish*

P 2: SSPREP_2.docx - 2:20
[P: Yo no sé tan llegir el meu ..]
(125:125) (Super)

Codes: [language identity -
 Family: plurilingual identity]
 [metalinguistic awareness -
 Family: plurilingual identity]
 [Refer to HL for socioaffective reasons - Family: plurilingual identity]
 No memos

P: Yo no sé tan llegir el meu idioma

P 2: SSPREP_2.docx - 2:21
[P: Jo a vegades entenc, a vega..]
(129:129) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Jo a vegades entenc, a vegades no

P 2: SSPREP_2.docx - 2:22
[P: Jo el Koran sí, però]
(130:130) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Jo el Koran sí, però

P 2: SSPREP_2.docx - 2:23
[P: Hablar si, leer no, bueno, ..]
(139:139) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Hablar si, leer no, bueno, el Koran sí

P 2: SSPREP_2.docx - 2:24
[P: Jo a vegades ho entenc i ho..]
(150:150) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Jo a vegades ho entenc i ho escric

P 2: SSPREP_2.docx - 2:27
[P: Jo sí que ho entenc, i sí q..]
(160:160) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Jo sí que ho entenc, i sí que sé escriure

P 2: SSPREP_2.docx - 2:28
[P: Spanish, jo no parlo molt b..]
(179:179) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Spanish, jo no parlo molt bé en català

P 2: SSPREP_2.docx - 2:31
[T: Per què? P: Tengo que apren..]
(231:232) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

T: Per què?

P: Tengo que aprender mucho, porque aún no sé decir bien las palabras

P 2: SSPREP_2.docx - 2:42
[T: Do you know how to read the..]
(142:143) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

T: Do you know how to read the Koran, yes?

P: Pero yo no sé escribir

P 2: SSPREP_2.docx - 2:43
[P: Se me da mejor Spanish]
(189:189) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Se me da mejor *Espanish*

P 3: SSPREP_3.docx - 3:10
[P: Father is papa]
(91:91) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Father is papa

P 3: SSPREP_3.docx - 3:11
[P: Ecuador es castellano?]
(100:100) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 [unawareness of HL - Family: plurilingual identity]
 No memos

P: Ecuador es castellano?

P 3: SSPREP_3.docx - 3:14
[P: Com s'escriu Spanish?]
(148:148) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Com s'escriu Spanish?

P 3: SSPREP_3.docx - 3:18
[P: ¿Cómo se escribe Spanish? P..]
(172:174) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: ¿Cómo se escribe Spanish?

P: (*They all try to spell*), S, P, N, I, S, ECHE

P: (*In English*) S, P, A, NI, I, S, H

P 3: SSPREP_3.docx - 3:21
[P: Yo en Ecuador sí, es
castel..] (192:192) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Yo en Ecuador sí, es castellano

P 3: SSPREP_3.docx - 3:22
[P: Aquí nadie sabe escribir]
(213:213) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Aquí nadie sabe escribir

P 3: SSPREP_3.docx - 3:23
[P: Más bien, puedo hablar en
U..] (251:251) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Más bien, puedo hablar en Urdu

P 3: SSPREP_3.docx - 3:27
[P: És que algunes yo a
vegades..] (290:290) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: És que algunes yo a vegades parlo molt amb urdu, i vull borrar urdu, i parlar català a l'escola sempre

P 3: SSPREP_3.docx - 3:28
[P: Yo Ecuador, porque
Ecuador ..] (300:300)
(Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Yo Ecuador, porque Ecuador es Spanish

P 3: SSPREP_3.docx - 3:29
[T: Next week, we are going to
..] (303:305) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

T: Next week, we are going to start a really interesting project, you will have to use your languages: Urdu, Bangla,

P: I, ¿yo?

P: In Ecuador (*union*)

P 3: SSPREP_3.docx - 3:30
[P: ¿Cómo se dice gracias en
Ta..] (307:308) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: ¿Cómo se dice gracias en Tagalog?

P: No sabe

P 4: SSPREP_4.docx - 4:4 [T:
I quan parleu amb la vostra..]
(62:63) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

T: I quan parleu amb la vostra mare in Spanish, Urdu, or in you speak all the time in Spanish? And when you speak to your mama in your language, do you speak to her all the time in your language?

P: No, anem canviant

P 4: SSPREP_4.docx - 4:5 [P:
En casa sólo se habla caste..]
(64:64) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: En casa sólo se habla castellano

P 4: SSPREP_4.docx - 4:6 [P:
Yo tengo pero no se cómo se..]
(70:70) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Yo tengo pero no se cómo se dice

P 4: SSPREP_4.docx - 4:7 [P:
Dices, I have xx brothers]
(71:71) (Super)

Codes: [codeswitching - Family: plurilingual identity]
 [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Dices, I have xx brothers

P 4: SSPREP_4.docx - 4:10
[P: Algunos hablan urdu, el
idi..] (91:91) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
 [metalinguistic awareness - Family: plurilingual identity]
 [spontaneous use of HL]
 No memos

P: Algunos hablan urdu, el idioma ese rao, y hacen (*intenta imitar, all laugh*)

P 4: SSPREP_4.docx - 4:11
[P: Yo no sé leer Urdu]
(96:96) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Yo no sé leer Urdu

P 4: SSPREP_4.docx - 4:12
[P: Yo sí que sé leer en
castel..] (100:100) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
 No memos

P: Yo sí que sé leer en castellano

P 4: SSPREP_4.docx - 4:13
[P: En Ecuador se habla
castell..] (109:109) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: En Ecuador se habla castellano

P 4: SSPREP_4.docx - 4:14
[P: Y en República Dominicana t..] (112:114) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Y en República Dominicana también

T: Se hablan distintos castellanos, verdad?

P: El *aKcento* es diferente

P 4: SSPREP_4.docx - 4:16
[P: Algunes coses no les sé lle..] (119:119) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Algunes coses no les sé llegir bé

P 4: SSPREP_4.docx - 4:18
[P: Què vol dir spoken?] (124:124) (Super)

Codes: [codeswitching - Family: plurilingual identity]
[metalinguistic awareness - Family: plurilingual identity]
No memos

P: Què vol dir *spoken*?

P 4: SSPREP_4.docx - 4:20
[P: Yo sé más català que toda m..] (130:130) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Yo sé más català que toda mi familia

P 4: SSPREP_4.docx - 4:21
[P: Ala, di algo en francés P: ..] (139:140) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
[metalinguistic awareness - Family: plurilingual identity]
No memos

P: Ala, di algo en francés

P: Sabe un montón, ha vivido en Bélgica 4 años

P 4: SSPREP_4.docx - 4:22
[P: 4 años, le da verguenza, el..] (141:141) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: 4 años, le da verguenza, *ella sap molt francès però li dóna vergonya*

P 4: SSPREP_4.docx - 4:25
[P: Sí, perquè quan estava en e..] (150:152) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Sí, perquè quan estava en el meu altre país parlava i escrivia molt anglès, perquè allà s'escrui *mol(T)* en anglès

T: Ah

P: Allà saben como tu

P 4: SSPREP_4.docx - 4:26
[P: Yo no parlo molt tagalog] (167:167) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Yo no parlo molt tagalog

P 5: SSPREP_5.docx - 5:6 [P: Pero una cosa, algunas vece..] (93:93) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Pero una cosa, *algunas veces*, castellà

P 5: SSPREP_5.docx - 5:7 [P: El meu pare a vegades diu a..] (95:95) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: El meu pare a vegades diu algunes frases en anglès, algunes

P 5: SSPREP_5.docx - 5:9 [P: I speak with AS, MA and SI ..] (135:135) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: I speak with AS, MA and SI in Urdu and Spanish

P 5: SSPREP_5.docx - 5:10
[P: Pakistani es Urdú] (140:140) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Pakistani es Urdú

P 5: SSPREP_5.docx - 5:13
[T: Do you read Spanish? P: Yes..] (171:172) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

T: Do you read Spanish?

P: Yes, *¡óbviamente!*

P 5: SSPREP_5.docx - 5:15
[P: El romanés es igual que el ..] (186:186) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: El romanés es igual que el español pero pones una cosa arriba, así, pero no sé

P 6: SSPREP_6.docx - 6:7 [P: Tagalaog, yes, es lletra no..] (134:134) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Tagalaog, yes, es lletra normal

P 6: SSPREP_6.docx - 6:8 [T: Tu saps escriure en Àrab? P..] (139:140) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

T: Tu saps escriure en Àrab?

P: En la lletra espanyola sí, pero en la marroquina no sé

P 6: SSPREP_6.docx - 6:9 [P: ¿Qué es spoken?] (164:164) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: ¿Qué es spoken?

P 6: SSPREP_6.docx - 6:12 [P: ¿Qué es better?] (184:184) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: ¿Qué es better?

P 6: SSPREP_6.docx - 6:13 [P: Spanish and latino T: No es..] (191:193) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Spanish and latino

T: No es lo mismo?

P: No, es un poco más diferente, es casi como hablar insultando

P 6: SSPREP_6.docx - 6:14 [P: Ilocano no se escribir bien..] (204:204) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Ilocano no se escribir bien

P 6: SSPREP_6.docx - 6:18 [P: En pujabi no tengo ni idea] (246:246) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: En pujabi no tengo ni idea

P 7: SSPREP_7.rtf - 7:2 [P: una cosa, a vegades quan es..] (88:88) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: una cosa, a vegades quan està amb una amiga, ella parla en català i parlem en català

P 7: SSPREP_7.rtf - 7:6 [P: jo no sé llegir] (123:123) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: jo no sé llegir

P 7: SSPREP_7.rtf - 7:7 [P: no urdu, ah sí, más o menos..] (125:125) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: no urdu, ah sí, más o menos

P 7: SSPREP_7.rtf - 7:8 [P: Yo también leo el Koran] (133:133) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Yo también leo el Koran

P 7: SSPREP_7.rtf - 7:9 [P: escribir, si no sabes leer,..] (149:149) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: escribir, si no sabes leer, no sabes escribir

P 7: SSPREP_7.rtf - 7:10 [P: Yo escribo en las dos cosas..] (150:150) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Yo escribo en las dos cosas

P 7: SSPREP_7.rtf - 7:13 [P: en English no me siento tan..] (197:197) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity] [spontaneous use of AL - Family: plurilingual identity]
No memos

P: en English no me siento tan bien, la garganta (*makes gutural noises*)

P11: SSPREP_8.docx - 11:11 [P: Si castellano porque no sab..] (177:177) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Si castellano porque no sabemos hablar en català

P11: SSPREP_8.docx - 11:13 [P: Yo no sé P: Una que sé poco..] (205:206) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Yo no sé

P: Una que sé poco, para aprender más.

P11: SSPREP_8.docx - 11:15

[P: Aquí siempre hablamos catal..] (212:212) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Aquí siempre hablamos catalan

P11: SSPREP_8.docx - 11:16

[P: Catalan es más importante q..] (213:214) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P: Catalan es más importante que Spanish

P: Las dos son molt importants

P12: FFG_1.docx - 12:20 [KI: En mi ciudad, de done vivo..] (87:87) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

KI: En mi ciudad, de done vivo yo, Peshawar, en Pakistan, hablamos eso, es como filipino y chino

P12: FFG_1.docx - 12:21 [KI: En mi ciudad, de done vivo..] (87:88) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

KI: En mi ciudad, de done vivo yo, Peshawar, en Pakistan, hablamos eso, es como filipino y chino

MAH: ¡Qué dices! no se parecen un poco

P12: FFG_1.docx - 12:22 [KI: Es que no sé tanto] (90:90) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]

No memos

KI: Es que no sé tanto

P12: FFG_1.docx - 12:24 [P5: No sé tanto este idioma] (95:95) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

P5: No sé tanto este idioma

P12: FFG_1.docx - 12:27 [P3: Pashto, jo crec que a vega..] (104:104) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
[unawareness of HL - Family: plurilingual identity]
No memos

P3: Pashto, jo crec que a vegades el pashto significa paraules que ens inventem

P12: FFG_1.docx - 12:51 [KI: Uala, no sabe lo que es pa..] (85:85) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

KI: Uala, no sabe lo que es *pashto*

P13: FFG_2.rtf - 13:9 [Sí perquè algunes coses, algun..] (43:43) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

Sí perquè algunes coses, algunes lletres es pronuncien com en xinès

P13: FFG_2.rtf - 13:10 [ALB: Com que la H que es pronu..] (45:45) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

ALB: Com que la H que es pronuncia igual

P14: FFG_3.docx - 14:3 [MU: Q els idiomes són molt dif..] (28:28) (Super)

Codes: [language identity - Family: plurilingual identity]
[metalinguistic awareness - Family: plurilingual identity]
No memos

MU: Q els idiomes són molt diferents

P14: FFG_3.docx - 14:8 [ma, i veig que hi ha paraules ..] (34:34) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

ma, i veig que hi ha paraules que s'assemblen amb el meu idioma

P14: FFG_3.docx - 14:9 [DA: que hay muchas idiomas dif..] (38:38) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
[metalinguistic awareness - Family: plurilingual identity]
No memos

DA: que hay muchas idiomas diferentes y lo hemos escuchado y los hemos visto las letras como son.

P16: FFG_5.docx - 16:4 [MO: (laughing) el xinès, feia ..] (22:22) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

MO: (*laughing*) el xinès, feia molta gràcia

P16: FFG_5.docx - 16:19 [MA: Jo quan no sé una paraula ..] (58:58) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]

No memos	[metalinguistic awareness - Family: plurilingual identity] No memos	Family: motivation and attitudes towards learning languages] No memos
MA: Jo quan no sé una paraula li pregunto a la MI que parla bangladesh i me la diu	perquè hi havia paraules que jo no sabia què volia dir i ara sí que sé	AR: Jo he après a llegir, perquè no sé escriure
P17: FFG_6.docx - 17:3 [MI: I hem après coses dels alt..] (40:40) (Super) Codes: [metalinguistic awareness - Family: plurilingual identity] No memos	P18: FFG_7.rtf - 18:18 [MAN: (laughs) el conte i els n..] (43:43) (Super) Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] No memos	P18: FFG_7.rtf - 18:30 [LA: Jo sí que he après més ang..] (78:78) (Super) Codes: [awareness of having learnt AL - Families (2): LEARNING OUTCOMES, motivation and attitudes towards learning languages] [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] No memos
MI: I hem après coses dels altres idiomes	MAN: (laughs) el conte i els nostres idiomes perquè quan la SA parlava amb <i>Arabic</i> , jo sabia una mica d'àrab perquè el koran és en àrab, i sé llegir, no escriure però sé llegir	LA: Jo sí que he après més anglès perquè hi havia moltes paraules que no entenia i si les traduïa a l'urdu les entenia perquè hi ha moltes paraules en urdu i en anglès que són semblants
P17: FFG_6.docx - 17:23 [MI: ¿Qué idioma es Arabic?] (82:82) (Super) Codes: [metalinguistic awareness - Family: plurilingual identity] No memos	P18: FFG_7.rtf - 18:22 [DA: Sí perquè els idiomes són ..] (60:60) (Super) Codes: [metalinguistic awareness - Family: plurilingual identity] No memos	P18: FFG_7.rtf - 18:35 [LA: Jo, d'urdu de parar en sé ..] (92:92) (Super) Codes: [metalinguistic awareness - Family: plurilingual identity] No memos
MI: ¿Qué idioma es <i>Arabic</i> ?	DA: Sí perquè els idiomes són com un <i>trabalenguas</i> per mi	LA: Jo, d'urdu de parar en sé molt però d'escriure i llegir no, com q l'anglès s'assembla molt a l'urdu, quan llegeixo en anglès llavors jo tradueixo a l'urdu però jo sé més català o castellà, estic més acostumada, perquè ja en sé més
P17: FFG_6.docx - 17:29 [MI: I també hem sapigut fer-ho..] (93:93) (Super) Codes: [metalinguistic awareness - Family: plurilingual identity] No memos	P18: FFG_7.rtf - 18:23 [MA: Hem fet això dels idiomes,..] (62:62) (Super) Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] No memos	P19: FFG_8.rtf - 19:11 [JO:Yo me sé hasta el 7 en árab..] (66:66) (Super) Codes: [metalinguistic awareness - Family: plurilingual identity] No memos
MI: I també hem sapigut fer-ho perquè els nens no sabien fer- ho, no ho entenen en anglès	MA: Hem fet això dels idiomes, alguns companys feien un altre idioma, he après a dir coses en urdu, i ara sé escriure una mica	JO:Yo me sé hasta el 7 en árabe
P18: FFG_7.rtf - 18:11 [perquè mai he vist aquestes ll..] (30:30) (Super) Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] No memos	P18: FFG_7.rtf - 18:26 [AR: Jo he après a llegir, perq..] (70:70) (Super) Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] [parental encouragement -	
perquè mai he vist aquestes lletres tan complicades		
P18: FFG_7.rtf - 18:14 [perquè hi havia paraules que j..] (31:31) (Super) Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]		

P22: AS3.docx - 22:4 [Que urdú i àrab s'assemblen mo..] (31:31) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

Que urdú i àrab s'assemblen molt

P22: AS3.docx - 22:5 [- Jo no sé escriure en la meva..] (9:9) (Super)

Codes: [awareness of having learnt AL - Families (2): LEARNING OUTCOMES, motivation and attitudes towards learning languages] [metalinguistic awareness - Family: plurilingual identity] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

- Jo no sé escriure en la meva llengua però quan veig la paraula en anglès al costat la sé dir amb la meva HL

P23: AS4.docx - 23:1 [Buscar paraules en altres idio..] (8:8) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

Buscar paraules en altres idiomes

P24: AS5.docx - 24:6 [Coses semblants i coses difere..] (31:31) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

Coses semblants i coses diferents en diferents idiomes

P25: AS6.docx - 25:4 [que és difícil escriure en la ..] (15:15) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

que és difícil escriure en la meva llengua

P25: AS6.docx - 25:10 [-Quan no entenc una cosa escri..] (22:22) (Super)

Codes: [awareness of having learnt AL - Families (2): LEARNING OUTCOMES, motivation and attitudes towards learning languages] [metalinguistic awareness - Family: plurilingual identity]
No memos

-Quan no entenc una cosa escrita amb urdú, puc entendre-la llegint l'anglès i així també aprenc anglès

P25: AS6.docx - 25:11 [-Aprenc a escriure amb urdú, m..] (11:11) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

-Aprenc a escriure amb urdú, me n'adono que sé més urdu del que em pensava

P26: AS7.docx - 26:7 [-miro una paraula i penso amb ..] (38:38) (Super)

Codes: [awareness of having learnt AL - Families (2): LEARNING OUTCOMES, motivation and attitudes towards learning languages] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity]
No memos

-miro una paraula i penso amb les llengües que les sé dir

P27: researchers diary.docx - 27:24 ['mi pare lo ha escrito en dacc..] (107:107) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]

No memos

'mi pare lo ha escrito en dacca language pero yo no se'

P27: researchers diary.docx - 27:55 [Jordan reads in English and th..] (225:225) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

Jordan reads in English and then I ask him to read in Arabic: no, la laiba, que ese en marroqui o algo així

P27: researchers diary.docx - 27:61 [Qué rara es muy lenga, in rela..] (240:240) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

Qué rara es muy lengua, in relation to Bangla

P27: researchers diary.docx - 27:63 [yo no sé leer en bangla oero e..] (250:250) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
No memos

yo no sé leer en bangla oero en daca si

P 1: SSPREP_1.docx - 1:6 [T: I entre vosaltres parleu am..] (80:81) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

T: I entre vosaltres parleu amb castellà?

P: Quan ens barallem

P 1: SSPREP_1.docx - 1:10 [P: Si amb Bangla, perquè hi ha..] (123:123) (Super)

Codes: [Refer to HL for socioaffective reasons - Family:

plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]
No memos

P: Si amb Bangla, perquè hi ha un nen que es diu MA i sempre parlo, a vegades, amb bangali

P 2: SSPREP_2.docx - 2:20 [P: Yo no sé tan llegir el meu ..] (125:125) (Super)

Codes: [language identity - Family: plurilingual identity] [metalinguistic awareness - Family: plurilingual identity] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

P: Yo no sé tan llegir el meu idioma

P 5: SSPREP_5.docx - 5:18 [P: Si no nos dejan hablar en u..] (141:141) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]
No memos

P: Si no nos dejan hablar en urdu, per què és xulo que el sapiguem?

P 7: SSPREP_7.rtf - 7:12 [T: out of the languages, Urdu,..] (184:185) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

T: out of the languages, Urdu, Arabic, Chinesees, , AL is the example, she speaks Chinesees, Catalan, Spanish and English, when you speak, which one do you feel more comfortable?

P: no ho sé, això ho han de dir les altres persones i no jo

P11: SSPREP_8.docx - 11:4 [P: A vegades perquè la meva ma..] (81:81) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

P: A vegades perquè la meva mare, quan s'enfada, parla en *Spanish*

P12: FFG_1.docx - 12:4 [KI: Porqué he aprendido novas ..] (30:30) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

KI: Porqué he aprendido *novas paraules en el meu idioma*

P12: FFG_1.docx - 12:5 [KI: He après noves paraules en..] (32:32) (Super)

Codes: [awareness of having learnt AL - Families (2): LEARNING OUTCOMES, motivation and attitudes towards learning languages] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [positive attitude towards languages - Family: motivation and attitudes towards learning languages] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

KI: He après noves paraules en la llengua anglesa i en el meu idioma

P12: FFG_1.docx - 12:16 [KI: tens vergonya] (66:66) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

KI: tens vergonya

P12: FFG_1.docx - 12:17 [KI: No es verdad MU: No tinc v..] (68:69) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

KI: No es verdad

MU: No tinc vergonya, una cosa és a fora de l'escola

P12: FFG_1.docx - 12:18 [KI: A veure, si no tienes verg..] (74:74) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

KI: A veure, *si no tienes vergonya, di algo en urdú* ara

P12: FFG_1.docx - 12:26 [T: En pashta? (all burst out L..] (102:103) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

T: En pashta? (*all burst out laughing*)

KI: ¡Pasta! (*all laugh*)

P13: FFG_2.rtf - 13:8 [A mi m'ha agradat perquè hem t..] (41:41) (Super)

Codes: [positive attitude towards languages - Family: motivation and attitudes towards learning languages] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

A mi m'ha agradat perquè hem treballat amb la *nostra idioma materna* i conegut molts idiomes diferents

P13: FFG_2.rtf - 13:29 [ALB: perquè tu quan insultes f..] (114:114) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

ALB: perquè tu quan insultes fas servir paraules en berber

P14: FFG_3.docx - 14:5 [IV: Sí, perquè ara valorem més..] (32:32) (Super)

Codes: [IV: Sí, perquè ara valorem més..] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

IV: Sí, perquè ara valorem més la nostra llengua

P14: FFG_3.docx - 14:19 [ALISH: A mi m'ha agradat escri..] (59:59) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

ALISH: A mi m'ha agradat escriure la meua llengua

P14: FFG_3.docx - 14:20 [T: Per què mai havies escrit e..] (62:63) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

T: Per què mai havies escrit en la teua llengua?

ALISH: Mai

P15: FFG_4.docx - 15:24 [T: Us fa vergonya parlar amb l..] (101:102) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

Us fa vergonya parlar amb la vostra llengua?

AL: A mi sí perquè no estic acostumat a parlar-la fora d'aquí

P15: FFG_4.docx - 15:26 [P (union) Sí KI: Però seria mo..] (125:126) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

P (union) Sí

KI: Però seria molt més divertit

P15: FFG_4.docx - 15:27 [T: Vosaltres creieu que si a l..] (120:123) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

Vosaltres creieu que si a les classes d'anglès o català o castella es fessin o d'altres classes de l'escola es fessin ...

Ps: sí millor

P1: Així s'entendrien més

P4: Sí, tot seria més fàcil

P16: FFG_5.docx - 16:5 [T: I tu Mi, què t'ha sorprès? M..] (23:24) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

T: I tu Mi, què t'ha sorprès?

MI: Que he parlat amb Bangladesh

P16: FFG_5.docx - 16:6 [AI: A mi m'ha sorprès escriure ..] (26:26) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

AI: A mi m'ha sorprès escriure en urdú

P16: FFG_5.docx - 16:9 [BI: Explicar una cosa en la me..] (37:37) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

BI: Explicar una cosa en la meua llengua, perquè jo mai, no sé com dir-ho, mai he explicat una cosa en àrab, als nens petits

P17: FFG_6.docx - 17:2 [SI: I quan parlem amb el nostr..] (39:39) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]
No memos

SI: I quan parlem amb el nostre idioma, les professores ens diuen, molt malament, *teniu que parlar amb català*, i ara les parlem i ens diu molt bé (*big smile*)

P17: FFG_6.docx - 17:19 [RY: (answers in Punjabi, all g..) (70:70) (Super)]

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

RY: (*answers in Punjabi, all group laughs*)

P17: FFG_6.docx - 17:22 [MI: A mi les meves amigues m'h..] (79:79) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

MI: A mi les meves amigues m'han ensenyat a insultar amb *pakistan (all laugh)*

P17: FFG_6.docx - 17:31 [SI: Jo sempre parlo amb les am..] (95:95) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

SI: Jo sempre parlo amb les amigues amb el meu idioma i amb tothom però davant de la classe tenia molta vergonya, no sé perquè

P17: FFG_6.docx - 17:32 [SI: És que no entendían i es p..] (97:97) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

SI: És que no *entendían* i es pensaven que parlava una altra cosa i deien *xixa xxa*

P19: FFG_8.rtf - 19:15 [YU: No, porque no me gusta hab..] (78:80) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

YU: No, porque no me gusta hablar en árabe

T: Per què no?

YU: Perquè tinc vergonya

P21: AS2.docx - 21:13 [A mi m'agrada buscar paraules ..] (10:10) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

A mi m'agrada buscar paraules en diferents llengües

P22: AS3.docx - 22:2 [Que fem servir la llengua que ..] (17:17) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

Que fem servir la llengua que parlem a casa

P22: AS3.docx - 22:5 [- Jo no sé escriure en la meva..] (9:9) (Super)

Codes: [awareness of having learnt AL - Families (2): LEARNING OUTCOMES, motivation and attitudes towards learning languages] [metalinguistic awareness - Family: plurilingual identity] [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

- Jo no sé escriure en la meva llengua però quan veig la paraula en anglès al costat la sé dir amb la meva HL

P23: AS4.docx - 23:3 [sí, que podem parlar en el nos..] (17:17) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

sí, que podem parlar en el nostre idioma a la classe d'anglès

P23: AS4.docx - 23:5 [Aprenc el meu idioma i això em..] (22:22) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

Aprenc el meu idioma i això em fa sentir bé.

P24: AS5.docx - 24:2 [Sí perquè compartim idiomes] (5:5) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

Sí perquè compartim idiomes

P24: AS5.docx - 24:4 [que amics que parlant idiomes ..] (11:11) (Super)

Codes: [colloaborative work - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

que amics que parlant idiomes diferents els parlen

P24: AS5.docx - 24:5 [perquè podem parlar amb el que..] (19:19) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]

No memos

perquè podem parlar amb el que volgüem

P25: AS6.docx - 25:3 [-que podem parlar amb les nost..] (10:10) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]

No memos

-que podem parlar amb les nostres llengües i no passa res

P26: AS7.docx - 26:3 [-que podem parlar amb les nost..] (11:11) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]

No memos

-que podem parlar amb les nostres llengües i no passa res

P27: researchers diary.docx - 27:21 [They seem to love translating ..] (89:89) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

They seem to love translating into their own HL: it makes them feel important.

P27: researchers diary.docx - 27:25 [*‘Yo no hablo árabe / yo berber..’*] (109:109) (Super)
Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

‘Yo no hablo árabe / yo berber

P27: researchers diary.docx - 27:28 [*‘hay que ponerlo en tu idioma,..’*] (119:119) (Super)
Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

‘hay que ponerlo en tu idioma, que es muy bonito, parece un dibujo’

P27: researchers diary.docx - 27:78 [*‘yo ya he acabado de escribir..’*] (77:77) (Super)
Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

‘yo ya he acabado de escribir en árabe’: first contact with own HL in class, very very happy

P 1: SSPREP_1.docx - 1:5 [T: **Do you speak in English to ..**] (72:73) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

T: Do you speak in English to you papa?

P: (*In union*) ¿Le hablas en inglés a tu padre?

P 1: SSPREP_1.docx - 1:8 [T: **Turn over the page P: Giram..**] (97:98) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

T: Turn over the page

P: Giramos

P 1: SSPREP_1.docx - 1:12 [T: **Circle the word P: Circula ..**] (137:138) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

T: Circle the word

P: Circula la word

P 2: SSPREP_2.docx - 2:1 [T: **You have to put a cross, un..**] (6:8) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

T: You have to put a cross, una creu, where your name is

P (*In union*) Ah vale

P: Tinc que posar la creu

P 2: SSPREP_2.docx - 2:10 [T: **And to your papa? P: Y ¿a t..**] (63:64) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

T: And to your papa?

P: Y ¿a tu padre?

P 3: SSPREP_3.docx - 3:2 [T: **And your papa, did he go to..**] (47:48) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

T: And your papa, did he go to school?

P: Dice que si tu padre trabaja

P 3: SSPREP_3.docx - 3:3 [T: **No, did I say that? What di..**] (49:51) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

T: No, did I say that? What did I say? Translate

P: Si va anar a la universitat

T: Si va estudiar, si va anar a l'escola

P 3: SSPREP_3.docx - 3:12 [P: **Rarely is sempre?**] (104:104) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

P: Rarely is sempre?

P 6: SSPREP_6.docx - 6:1 [P: **Grup? P: El grupo**] (11:12) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

P: Grup?

P: El grupo

P 7: SSPREP_7.rtf - 7:11 [P: **una mica, sometimes**] (157:157) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

P: una mica, sometimes

P27: researchers diary.docx - 27:38 [*‘cual es tu idioma?’ ‘a ver, h..’*] (121:123) (Super)
Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages] [spontaneous

translation - Family:
plurilingual identity]
No memos

‘cual es tu idioma’?

*‘a ver, hola, en italiano?
Hola!!!!’*

*‘lo tenemos que poner en
tagalog, urdu y bangla, vale’*

P27: researchers diary.docx - 27:58 [Me: today we have to finish th..] (232:232) (Super)
Codes: [spontaneous translation - Family: plurilingual identity]
No memos

Me: today we have to finish the drawings - qué says behandi, ali translates: dice que tenemos que acabar los dibujos

P 1: SSPREP_1.docx - 1:9 [Do you write (attempts to read..)] (99:99) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

Do you write (*attempts to read*)

P 1: SSPREP_1.docx - 1:13 [P: ¿Qué pongo aqui? P: In whic..] (143:144) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: ¿Qué pongo aqui?

P: In which (*students attempt to read in English*)

P 1: SSPREP_1.docx - 1:15 [P: Because there are so many p..] (163:163) (Super)
Codes: [metalinguistic awareness - Family: plurilingual identity]
[spontaneous use of AL - Family: plurilingual identity]
No memos

P: Because there are so many people speak in Spanish, we have to speak in Catalan

P 2: SSPREP_2.docx - 2:41 [P: El name?] (4:4) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: El name?

P 3: SSPREP_3.docx - 3:1 [P: Ok (English accent)] (17:17) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: Ok (*English accent*)

P 3: SSPREP_3.docx - 3:9 [P: What is the language you sp..] (90:90) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: What is the language you speak to your fath(d)er? (*Reads*)

P 3: SSPREP_3.docx - 3:13 [P: Sisters? Un boy T: One brot..] (112:114) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: Sisters? Un *boy*

T: One brother?

P: 3 brothers, 0 sisters

P 3: SSPREP_3.docx - 3:15 [P: My Ecuador] (150:150) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: My Ecuador

P 3: SSPREP_3.docx - 3:19 [P: Listen, be quiet P: Silence..] (184:186) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: Listen, be quiet

P: Silence, please

T: Very good, yes be quiet please

P 3: SSPREP_3.docx - 3:20 [P: Som (e) times (with spanish..) (190:190) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: *Som (e) times (with spanish phonetics)*

P 3: SSPREP_3.docx - 3:26 [P: Which language do you think..] (276:276) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: Which language do you think is less important for the... (*Attempts to finish all sentence*)

P 4: SSPREP_4.docx - 4:1 [P: Oh my god] (10:10) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: Oh my god

P 4: SSPREP_4.docx - 4:2 [P: The paper please] (12:12) (Super)
Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: The paper please

P 5: SSPREP_5.docx - 5:2 [P: No my mummy, no goed] (35:35) (Super)

Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: No my mummy, no *goed*

P 5: SSPREP_5.docx - 5:4 [P: Oh my goodness] (64:64) (Super)

Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: Oh my goodness

P 6: SSPREP_6.docx - 6:2 [P: 27th of February] (14:14) (Super)

Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: 27th of February

P 7: SSPREP_7.rtf - 7:1 [P: a veces Spain] (72:72) (Super)

Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: a veces Spain

P 7: SSPREP_7.rtf - 7:13 [P: en English no me siento tan..] (197:197) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
[spontaneous use of AL - Family: plurilingual identity]
No memos

P: en English no me siento tan bien, la garganta (*makes gutural noises*)

P11: SSPREP_8.docx - 11:2 [P: Goma T: You need a rubber? ..] (36:38) (Super)

Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: Goma

T: You need a rubber?

P: Rubber

P11: SSPREP_8.docx - 11:8 [P: Jo he posat sometimes P: Jo..] (140:141) (Super)

Codes: [spontaneous use of AL - Family: plurilingual identity]
No memos

P: Jo he posat sometimes

P: Jo cada dia però sometimes

P 1: SSPREP_1.docx - 1:11 [P: Yo Spanish i Marroquí T: Ma..] (126:128) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

P: Yo *Spanish i Marroquí*

T: Marroqui és Arabic?

P: Si

P 2: SSPREP_2.docx - 2:4 [P: Spanish and Ecuador (laughs..)] (36:36) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity]
[unawareness of HL - Family: plurilingual identity]
No memos

P: Spanish and Ecuador (*laughs*)

P 2: SSPREP_2.docx - 2:17 [P: Spanish i Catalán no són lo..] (108:109) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
[unawareness of HL - Family: plurilingual identity]
No memos

P: Spanish *i Catalán no són lo mateix no?*

P: ¿no? tu flipas ¿no?

P 2: SSPREP_2.docx - 2:40 [P: Y ¿a tu padre? P: De Ecuado..] (64:65) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

P: Y ¿a tu padre?

P: De Ecuador

P 3: SSPREP_3.docx - 3:4 [T: Now, listen, number 3, I'm ..] (56:57) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

T: Now, listen, number 3, I'm going to ask you some questions about your languages, ok? Sobre les vostres llengües. So when you are at home with your mama, what language do you speak?

P: Ecuador

P 3: SSPREP_3.docx - 3:5 [P: Morocco (all laugh) P: ¿Qué..] (62:65) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

P: Morocco (*all laugh*)

P: ¿Qué Morroco?

T: SA, is it Arabic or is it Berber?

P: (No answer, has no idea)

P 3: SSPREP_3.docx - 3:6 [P: Arabic or Moroccan? P: Moro..] (66:67) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

P: Arabic or Moroccan?

P: Moroccan

P 3: SSPREP_3.docx - 3:7 [P: No, Ecuador? T: Spanish? P:..] (72:77) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

P: No, Ecuador?

T: Spanish?

P: No, Ecuador

T: When then put Ecuador

T: In Quechua?

P: No, Ecuador

P 3: SSPREP_3.docx - 3:8 [T: Excellent, and to your papa..] (85:86) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

T: Excellent, and to your papa, what do you speak?

P: Bangladesh

P 3: SSPREP_3.docx - 3:11 [P: Ecuador es castellano?] (100:100) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
[unawareness of HL - Family: plurilingual identity]
No memos

P: Ecuador es castellano?

P 3: SSPREP_3.docx - 3:36 [P: Tagalog] (70:70) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

P: Tagalog

P 5: SSPREP_5.docx - 5:5 [T: Then put Arabic P: No, pong..] (70:71) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

T: Then put Arabic

P: No, pongo *Morocco*

P 6: SSPREP_6.docx - 6:4 [P: Latino o castellano T: O es..] (64:65) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

P: Latino o castellano

T: O español

P11: SSPREP_8.docx - 11:6 [T: Do you read Panjabi? P: Nom..] (131:132) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

T: Do you read Panjabi?

P: Només el Koran

P11: SSPREP_8.docx - 11:7 [P: Koran, only Koran] (136:136) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

P: Koran, only Koran

P12: FFG_1.docx - 12:25 [P3: No existe, creo que Pashto..] (96:96) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

P3: No existe, creo que *Pashto* significa paraules que no entendemos o algo así

P12: FFG_1.docx - 12:27 [P3: Pashto, jo crec que a vega..] (104:104) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity]
[unawareness of HL - Family: plurilingual identity]
No memos

P3: Pashto, jo crec que a vegades el pashto significa paraules que ens inventem

P12: FFG_1.docx - 12:28 [KI: Jo a vegades crec parlo un..] (107:107) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

KI: Jo a vegades crec parlo un idioma que es diu *patawarí*, o *algo así*, jo a vegades el patawari que és un idioma del Patawar, que parlo on visc jo en el Paquistán

P12: FFG_1.docx - 12:50 [MU: ¿Qué es pashto? (disbelief..] (84:84) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

MU: ¿Qué es *pashto*? (disbelief)

P17: FFG_6.docx - 17:24 [SI: Yo que sé, el idioma de Ma..] (83:83) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

SI: Yo que sé, el idioma de Marruecos

P19: FFG_8.rtf - 19:6 [YU: YO Paquistaní] (47:47) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
[unawareness of HL - Family: plurilingual identity]
No memos

YU: Yo Paquistaní

P19: FFG_8.rtf - 19:7 [T: Què més, què has après tu J..] (49:50) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
[unawareness of HL - Family: plurilingual identity]
No memos

T: Què més, què has après tu JO?

JO: Jo marroco

P27: researchers diary.docx - 27:20 [‘yo no tengo tiempo, tengo que..] (91:93) (Super)

Codes: [unawareness of HL - Family: plurilingual identity]
No memos

‘yo no tengo tiempo, tengo que *ir al casal*’

‘y en el casal no te pueden ayudar?’

A qué? Escribir en árabe? No lo sé, no lo había pensado:

P 4: SSI_4.docx - 4:10 [P: Algunos hablan urdu, el idi..] (91:91) (Super)

[enjoyment when referring to HL - Family: plurilingual identity] [metalinguistic awareness - Family: plurilingual identity] [spontaneous use of HL - Family: LEARNING OUTCOMES]
No memos

P: Algunos hablan urdu, el idioma ese rao, y hacen (intenta imitar, all laugh)

P 4: SSI_4.docx - 4:23 [T: But you speak in in French?..] (142:144) (Super)

[enjoyment when referring to HL - Family: plurilingual identity] [spontaneous use of HL - Family: LEARNING OUTCOMES]
No memos

T: But you speak in in French? alors, tu parles en français?

P: Oui

P: Oui, (la copien)

P17: FFG_6.docx - 17:18 [SI: Yo le explico en su idioma..] (68:69) (Super)

[spontaneous use of HL - Family: LEARNING OUTCOMES]
No memos

SI: Yo le explico en su idioma ¿sí?

SI: (asks question in Punjabi)

P18: FFG_7.rtf - 18:24 [MA: (...) no sé (embarrassed) M..] (64:67) (Super)

[spontaneous use of HL - Family: LEARNING OUTCOMES]
No memos

MA: (...) no sé (embarrassed)

MAN: Salam Aleikum

AR: I quan respons és aleikum salam

MA: Nei que és no en urdú

P19: FFG_8.rtf - 19:12 [JOR: Yo sé sudaya en japonés] (68:68) (Super)

[awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [spontaneous use of HL - Family: LEARNING OUTCOMES]
No memos

JOR: Yo sé sudaya en japonés

P19: FFG_8.rtf - 19:13 [YU: Yo sé nihau, en chino] (71:71) (Super)

[awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [spontaneous use of HL - Family: LEARNING OUTCOMES]
No memos

YU: Yo sé nihau, en chino

P27: researchers diary.docx - 27:32 [They start saying their words ..] (166:166) (Super)

[spontaneous use of HL - Family: LEARNING OUTCOMES]
No memos

VARIABLE: [classroom atmosphere] {15}

P27: researchers diary.docx - 27:50 [Ousaa grabs paper and I say, h..] (211:211) (Super)

Codes: [classroom atmosphere - Family: The AL classroom]
No memos

Ousaa grabs paper and I say, hey calma, and he says, reXX in Arabic, and I says, what it it? He says relax

P27: researchers diary.docx - 27:51 [Impression but pupils seem mor..] (212:212) (Super)

Codes: [classroom atmosphere - Family: The AL classroom]
No memos

Impression but pupils seem more relaxed and seem to speak much more to each other in their HL, especially in urdu

P27: researchers diary.docx - 27:52 [Really relaxes class, all calm..] (213:213) (Super)

Codes: [classroom atmosphere - Family: The AL classroom]
No memos

Really relaxes class, all calm

P27: researchers diary.docx - 27:54 [I come in late, class is calm ..] (224:224) (Super)

Codes: [classroom atmosphere - Family: The AL classroom]
No memos

I come in late, class is calm and relaxed, doing their drawing

P27: researchers diary.docx - 27:59 [Outside everybody Reading calm..] (235:235) (Super)

Codes: [classroom atmosphere - Family: The AL classroom]

No memos

Outside everybody
Reading calmy

P28: RIT.docx - 28:6 [T: o estic emocionada, súper e..] (103:103) (Super)

Codes: [classroom atmosphere - Family: The AL classroom] [motivation towards project_AL teacher]

No memos

T: o estic emocionada, súper emocionada, els nens estan, bueno les tutores, estan flipant, diuen, quan arriben a la classe ens expliquen tot el que han fet a anglès, brutal, és que mira què hem fet, i jo dic, no, no, si ja ho estem veient a la classe, súper bé, jo de moment súper bé, és que a més a més em crida molt l'atenció veure alumnes com la Samira, que t'ho digui la Núria, és que no la coneixeries, no rotllo vaig a veure sihi cola, mai, mai en cap contexte

P28: RIT.docx - 28:20 [T: sí, sí, si la núria em diu,..] (161:161) (Super)

Codes: [classroom atmosphere - Family: The AL classroom] [motivation towards project_AL teacher]

No memos

T: sí, sí, si la núria em diu, és que estan emocionats, els hi han explicat moltíssim, a veure el B demà, amb l'A ha funcionat molt bé.

P28: RIT.docx - 28:60 [T: Motovació, nens que eren in..] (294:294) (Super)

Codes: [classroom atmosphere - Family: The AL classroom]

No memos

T: Motovació, nens que eren invisibles, no només a l'anglès, no entenc res, mostrar un interès, s'ho emporten a casa

P28: RIT.docx - 28:62 [T: va ser guai, va ser súper g..] (172:172) (Super)

Codes: [classroom atmosphere - Family: The AL classroom]

No memos

T: va ser guai, va ser súper guai, jo és que alucino, jo em vaig fixar amb segons quins nens, hi hauran alguns que no, però el que podem treure de molts, el que estic notant més és en temes de participació

P28: RIT.docx - 28:63 [a mi fan feien preguntes sense..] (107:107) (Super)

Codes: [classroom atmosphere - Family: The AL classroom]

No memos

a mi fan feien preguntes sense parar

VARIABLE: motivation

and attitudes towards

learning languages

[awareness of having

learnt AL] [motivation

towards project]

[motivation towards the

use of LITS in the AL

classroom] [motivation

towards the use of TOLC

in the AL classroom]

[negative attitudes

towards languages]

[negative feeling towards

Catalan] [parental

encouragement] [positive

attitude towards

languages] [reference to

context]

Quotation(s): 170

P12: FFG_1.docx - 12:3 [T: I escolteu, us ha sorpès ai..] (27:28) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity] [motivation towards project - Family: motivation and attitudes towards learning languages] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages] [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

T: I escolteu, us ha sorpès això de fer servir les vostres llengües maternes? Això us ha sorpès? Us ha agradat?

P: (*in union*) sí, molt, (*no verbal communication changes, all want to speak*)

P12: FFG_1.docx - 12:7 [T: i t'agrada? MA: Molt T: Per..] (35:38) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

T: i t'agrada?

MA: Molt

T: Per què?

MA: Perquè he après paraules en anglès

P13: FFG_2.rtf - 13:3 [T: A veure, us vull fer algunes..] (27:29) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

T: A veure, us vull fer algunes preguntes, us ha agradat això que hem fet?

JA: A mi sí

AL: Sí

P13: FFG_2.rtf - 13:32 [i m'he divertit] (48:48) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

i m'he divertit

P14: FFG_3.docx - 14:10 [T: I això t'ha agradat? DA: sí..] (39:40) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

T: I això t'ha agradat?

DA: sí, molt

P14: FFG_3.docx - 14:17 [T: Què és el que menys us ha a..] (54:55) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

T: Què és el que menys us ha agradat?

BE: Tot ens ha agrada

P14: FFG_3.docx - 14:18 [DA: A mi no m'ha agradat que n..] (56:56) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

DA: A mi no m'ha agradat que no he estat a totes les classes d'anglès.

P16: FFG_5.docx - 16:27 [I escolteu, com va anar ahir..] (73:76) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

: I escolteu, com va anar ahir, amb els nens? AI, explica

A: Molt bé, vam explicar contes, i ells

T: Ells?

AI: Els havia agradat molt

P16: FFG_5.docx - 16:28 [T: I tu, BI quan et van sentir..] (88:91) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

T: I tu, BI quan et van sentir parlar? En berber? Què van dir?

BI: Alguns reien i els altres miraven així, i quan llegia la IV,

en filipí, un nen es quedava així parat

T: Com que no entenien res? Devien pensar, què fa aquesta parlant amb tagalog?

MO: Se partían de la risa, yo me acuerdo

P16: FFG_5.docx - 16:29 [P4: I també quan sortíem per a..] (93:95) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

P4: I també quan sortíem per anar adalt, no podia perquè tots els nens em van venir a abraçar

T: Això és bonic, oi?

MO: Sí, molt (*big smile*)

P16: FFG_5.docx - 16:33 [T: Ho sigui, llegíeu en anglès..] (83:86) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

T: Ho sigui, llegíeu en anglès i traduïeu al català directament?

T: Però això és molt bèstia no? O no?

P: (*union*) sí (*they all laugh*)

MA: És també perquè sabíem el conte com era

P17: FFG_6.docx - 17:4 [AN: I hem pogut llegir els con..] (41:41) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

AN: I hem pogut llegir els contes als nens petits, que *nunca* ho havíem fet, i a tercer i a quart mai ho havíem fet, hem tingut sort i fem pogut fer-los als nens petits (*struggles*)

P17: FFG_6.docx - 17:6 [SE: A mi m'ha agradat fer la n..] (45:45) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages] [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

SE: A mi m'ha agradat fer la nostra pròpia història en anglès i traduir-les als nostres idiomes i després llegir les als nens petits perquè els hi donem als nens petits

P17: FFG_6.docx - 17:7 [T: Per què t'ha agradat? SE: P..] (46:47) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

T: Per què t'ha agradat?

SE: Perquè els hi donem als nens petits una nova aventura

P17: FFG_6.docx - 17:10 [SE: Perquè ens ho passem molt ..] (55:55) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

SE: Perquè ens ho passem molt bé

P17: FFG_6.docx - 17:11 [SE: perquè m'agrada, perquè es..] (54:54) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

SE: perquè m'agrada, perquè estem tots junts i aprenem els idiomes dels altres

P17: FFG_6.docx - 17:17 [RY: Tot agrada] (66:66) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

RY: Tot agrada

P17: FFG_6.docx - 17:34 [T: Us agradria seguir treballa..] (101:102) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

T: Us agradria seguir treballant d'aquesta manera?

MI: Sí, perquè ens divertim més

P18: FFG_7.rtf - 18:7 [DA: A mi m'ha agradat tot] (24:24) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

DA: A mi m'ha agradat tot

P18: FFG_7.rtf - 18:8 [LA: M'ha agradat molt dibuxar...] (25:25) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

LA: M'ha agradat molt dibuxar. M'ha sembla molt interessant treballar amb els nostres idiomes

P18: FFG_7.rtf - 18:12 [m'ha agradat molt treballar am..] (30:30) (Super)

Codes: [motivation towards project - Family: motivation

and attitudes towards learning languages]
No memos

m'ha agradat molt treballar amb *les idiomes* dferents

P18: FFG_7.rtf - 18:13 [MA: A mi també m'ha agradat tr..] (31:31) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

MA: A mi també m'ha agradat treballar amb aquestes idiome

P18: FFG_7.rtf - 18:19 [LA: Quan explicàvem als nens p..] (49:49) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity] [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

LA: Quan explicàvem als nens petits, quan llegeíem en anglès no entenien res però després els hi deia la IV amb tagalog per exemple i els hi feia molta gràcia.

P18: FFG_7.rtf - 18:20 [WA: A mi m'ha agradat llegir e..] (52:52) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

WA: A mi m'ha agradat llegir els contes als nens petits

P18: FFG_7.rtf - 18:32 [T: Us ajudaria seguir fent cos..] (84:85) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

T: Us ajudaria seguir fent coses d'aquestes?

P: (union) Sí (*very happy*)

P20: AS1.docx - 20:7 [Ens ha agradat tot] (32:32) (Super)
Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

Ens ha agradat tot

P27: researchers diary.docx - 27:30 [15 people have done homework /..] (164:164) (Super)
Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

15 people have done homework / really good response

P27: researchers diary.docx - 27:57 [Come on lets tidy up!!! No no,..] (229:229) (Super)
Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

Come on lets tidy up!!! No no, says everyone

P28: RIT.docx - 28:15 [els nenes estan tan contents] (290:290) (Super)
Codes: [motivation towards project - Family: motivation and attitudes towards learning languages]
No memos

els nenes estan tan contents

P12: FFG_1.docx - 12:3 [T: I escolteu, us ha sorprès ai..] (27:28) (Super)
Codes: [enjoyment when referring to HL - Family: plurilingual identity] [motivation towards project - Family: motivation and

attitudes towards learning languages] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages] [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

T: I escolteu, us ha sorprès això de fer servir les vostres llengües maternes? Això us ha sorprès? Us ha agradat?

P: (*in union*) sí, molt, (*no verbal communication changes, all want to speak*)

P13: FFG_2.rtf - 13:6 [hem fet un llibre que ha sigut..] (37:37) (Super)
Codes: [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

hem fet un llibre que ha sigut divertit

P13: FFG_2.rtf - 13:11 [T: i tu AL? Què t'ha agradat m..] (47:48) (Super)
Codes: [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

T: i tu AL? Què t'ha agradat més?

AL: Treballar amb el conte

P13: FFG_2.rtf - 13:27 [ALB: Coses del conte i de l'an..] (100:100) (Super)
Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

ALB: Coses del conte i de l'anglès

P13: FFG_2.rtf - 13:31 [que ha sigut divertit T: Per q..] (37:39) (Super)
Codes: [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

que ha sigut divertit

T: Per què?

T: Perquè hem fet un llibre

P14: FFG_3.docx - 14:1 [T: Us ha sorprès alguna cosa de..] (18:19) (Super)
Codes: [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

T: Us ha sorprès alguna cosa del que hem fet durant el curs?

DA: lo del conte

P17: FFG_6.docx - 17:6 [SE: A mi m'ha agradat fer la n..] (45:45) (Super)
Codes: [motivation towards project - Family: motivation and attitudes towards learning languages] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages] [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

SE: A mi m'ha agradat fer la nostra pròpia història en anglès i traduir-les als nostres idiomes i després llegir les als nens petits perquè els hi donem als nens petits

P18: FFG_7.rtf - 18:6 [m'ha agradat fer el cont] (19:19) (Super)

Codes: [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

m'ha agradat fer el cont

P18: FFG_7.rtf - 18:15 [WA: M'ha agradat el conte perq..] (33:35) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages] [WA: M'ha agradat el conte perq..]

No memos

WA: M'ha agradat el conte perquè abans no sabia tan bé escriure i sé una miqueta més escriure

T: En àrab o en anglès?

WA: En àrab i en anglès

P18: FFG_7.rtf - 18:17 [MAN: A mi m'ha agradat molt tr..] (41:41) (Super)

Codes: [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

MAN: A mi m'ha agradat molt treballar fer *la conte*

P20: AS1.docx - 20:2 [Saber que farem un conte pels ..] (11:11) (Super)

Codes: [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

Saber que farem un conte pels nens petits

P24: AS5.docx - 24:1 [Sí, perquè fem un conte] (4:4) (Super)

Codes: [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

Sí, perquè fem un conte

P28: RIT.docx - 28:4 [Estan molt ilusionats en escri..] (17:17) (Super)

Codes: [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

Estan molt ilusionats en escriure en anglès i en la seva HL

P12: FFG_1.docx - 12:3 [T: I escolteu, us ha sorprès ai..] (27:28) (Super)

Codes: [enjoyment when referring to HL - Family: plurilingual identity] [motivation towards project - Family: motivation and attitudes towards learning languages] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages] [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

T: I escolteu, us ha sorprès això de fer servir les vostres llengües maternes? Això us ha sorprès? Us ha agradat?

P: (*in union*) sí, molt, (*no verbal communication changes, all want to speak*)

P12: FFG_1.docx - 12:11 [MU: Perquè podem traduir les p..] (54:54) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

MU: Perquè podem traduir les paraules en anglès

P12: FFG_1.docx - 12:13 [KI: així, treballa molt amb mo..] (59:59) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

KI: així, treballa molt amb moltes llengües

P14: FFG_3.docx - 14:22 [IV: Sí, perquè és molt divertit..] (71:71) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages] [positive attitude towards languages - Family: motivation and attitudes towards learning languages]

No memos

IV: Sí, perquè és molt divertit escriure en moltes llengües a la classe, com quan fèiem la traducció a les diferents llengües.

P16: FFG_5.docx - 16:26 [AI: Llegíem de memòria en angl..] (82:82) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

AI: Llegíem de memòria en anglès i traduíem al català directament

P17: FFG_6.docx - 17:6 [SE: A mi m'ha agradat fer la n..] (45:45) (Super)

Codes: [motivation towards project - Family: motivation and attitudes towards learning languages] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages] [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

SE: A mi m'ha agradat fer la nostra pròpia història en anglès i traduir-les als nostres idiomes i després llegir les als nens petits perquè els hi donem als nens petits

P18: FFG_7.rtf - 18:33 [AR: Quan no entenia, jo tradui..] (86:86) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

AR: Quan no entenia, jo traduïa a l'urdu, és més fàcil

P18: FFG_7.rtf - 18:34 [T: i És més fàcil traduir a l'..] (87:90) (Super)

Codes: [language identity - Family: plurilingual identity] [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

T: i És més fàcil traduir a l'urdu o al català o el castellà?

MAN: En urdu

T: Per què?

AR: Perquè sabem més el nostre idioma

P21: AS2.docx - 21:1 [Sí, m'ha agradat fer les tradu..] (5:5) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

Sí, m'ha agradat fer les traduccions

P23: AS4.docx - 23:2 [Que fem servir el castellà tam..] (9:9) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

Que fem servir el castellà també en anglès

P27: researchers diary.docx - 27:17 ['què hem de fer? Traduir a les..] (69:69) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

'què hem de fer? Traduir a les nostres llengües?' they understand aim of exercise perfectly and take it as a matter of fact exercise

P27: researchers diary.docx - 27:18 [Some students have lost their ..] (71:71) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

Some students have lost their paper and decide to invent words and translate them into their own HL: you can see they are not used to doing this, but do it and take risks

P27: researchers diary.docx - 27:37 [Pupils start looking for their..] (126:126) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

Pupils start looking for their names in different languages on internet

P27: researchers diary.docx - 27:38 ['cual es tu idioma'? 'a ver, h..] (121:123) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages] [spontaneous translation - Family: plurilingual identity]
No memos

'cual es tu idioma'?

'a ver, hola, en italiano?

Hola!!!!'

'lo tenemos que poner en tagalog, urdu y bangla, vale'

P27: researchers diary.docx - 27:47 [Pupil asking for translation i..] (203:203) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages]
No memos

Pupil asking for translation into Catalan from English to then translate into English

P 1: SSPREP_1.docx - 1:16 [P: Porqué tiene muchos acentos..] (167:167) (Super)

Codes: [metalinguistic awareness - Family: plurilingual identity] [negative feeling towards Catalan -

Family: motivation and attitudes towards learning languages]
No memos

P: Porqué tiene muchos acentos, inglés no puede ser, porque en todos los países hablan inglés

P 1: SSPREP_1.docx - 1:23
[T: Last questions, imagine I w..] (156:157) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

T: Last questions, imagine I was a magician, un mag, and I go into your brain, en el vostre cervell, and in your brain there all of your languages, i entro amb una goma de borrar, a rubber, and I have to rub out, i n'he d'esborrar una, de totes les llengües que sabeu, quina esborrariéu?

P: El Catalán

P 2: SSPREP_2.docx - 2:30
[P: Esborrar per què no ens imp..] (226:229) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

P: Esborrar per què no ens importa?

T: Exacte

P: Català, *fuera*

P: Català, fora

P 2: SSPREP_2.docx - 2:45
[P: Català, fuera] (228:228) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

P: Català, *fuera*

P 3: SSPREP_3.docx - 3:24
[P: Pobre catalan] (257:257) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

P: Pobre catalan

P 3: SSPREP_3.docx - 3:25
[P: Diu la gent que el català é..] (258:258) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

P: Diu la gent que el català és molt pesat

P 5: SSPREP_5.docx - 5:11
[P: oO habéis dado cuenta que n..] (142:142) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

P: oO habéis dado cuenta que nadie ha dicho nada del Catalán en todo lo q llevamos? Que famoso es, eh, todo el mundo lo utiliza

P 6: SSPREP_6.docx - 6:15
[P: No me gusta Catalan] (219:219) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

P: No me gusta Catalan

P 6: SSPREP_6.docx - 6:16
[T: Why Catalan? P: Perquè nomé..] (224:231) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
[reference to context - Family: motivation and attitudes towards learning languages]
No memos

T: Why Catalan?

P: Perquè només *hablo*

P: Parlo

P: Perquè només parlo català a l'escola

P: Catalan només algunes persones

T: Now listen, and you, which language?

P: Catalan

P: Porqué Catalan sólo hablan algunas personas

P 7: SSPREP_7.rtf - 7:14 [P: Catalan T: per què? P: perq..] (204:206) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

P: Catalan

T: per què?

P: perquè anglès castellà i xinès es parla molt, català quasi mai

P11: SSPREP_8.docx - 11:12
[P: Jo tinc vergonya de parlar ..] (181:181) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

P: Jo tinc vergonya de parlar en català

P28: RIT.docx - 28:2 [If you have to use Catalan, us..] (9:9) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

If you have to use Catalan, use it also for rewarding, not only for discipline

P28: RIT.docx - 28:24 [T: ho veig molt bé, et diran q..] (55:55) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

T: ho veig molt bé, et diran que el castellà és la llengua que més els agrada

P28: RIT.docx - 28:31 [R: diuen, és que yo el urdu no..] (87:87) (Super)

Codes: [negative attitudes towards languages] [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

R: diuen, és que yo el urdu no me sirve de nada, els altres diuen el català eh, que sólo hablamos catalán con las maestres, es la llengua acadèmica, i el castellà és la que els agrada més la que parlen amb els amics

P28: RIT.docx - 28:52 [R: em va sorprendre el 'cateri..] (318:319) (Super)

Codes: [negative feeling towards Catalan - Family: motivation and attitudes towards learning languages]
No memos

R: em va sorprendre el 'caterina lo tenemos prohibido, no podemos', això ho va dir més no?, potser la meitat de la classe, és gent que ha rebut tota la seva escolarització aquí, com és que tenen uns nivells tan pèssims de català i castella?

T: perquè sí el teu idioma és una merda, doncs el teu també, i visc aquí perquè no tinc més remei i el català passa pel davant del castellà, hi ha molt racisme,

P13: FFG_2.rtf - 13:33 [i el meu pare m'ha ajudat perq..] (74:74) (Super)

Codes: [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

i el meu pare m'ha ajudat perquè jo no sabia escriure en àrab

P14: FFG_3.docx - 14:16 [T: I com ho vas fer per saber ..] (51:52) (Super)

Codes: [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

T: I com ho vas fer per saber com es tradueixen les coses al teu idioma?

IV: Li vaig preguntar als meus pares

P15: FFG_4.docx - 15:32 [AL: És que jo ja feia, és que ..] (81:81) (Super)

Codes: [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

AL: És que jo ja feia, és que la meva germana ja em feia classes d'urdu

P16: FFG_5.docx - 16:7 [T: I qui t'ha ensenyat a escri..] (29:30) (Super)

Codes: [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

T: I qui t'ha ensenyat a escriure en urdu?

AI: El meu germà

P18: FFG_7.rtf - 18:26 [AR: Jo he après a llegir, perq..] (70:70) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

AR: Jo he après a llegir, perquè no sé escriure

P18: FFG_7.rtf - 18:38 [DA: La meva tieta em va enseny..] (97:97) (Super)

Codes: [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

DA: La meva tieta em va ensenyar una miqueta d'anglès

P21: AS2.docx - 21:4 [que hem el meu pare m'ha ajuda..] (16:16) (Super)

Codes: [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

que hem el meu pare m'ha ajudat

P21: AS2.docx - 21:14 [- A mi l'anglès m'agrada molt,..] (9:9) (Super)

Codes: [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

- A mi l'anglès m'agrada molt, la meva mare diu que és molt important

P28: RIT.docx - 28:36 [T: aquesta és l'altre, que té ..] (131:131) (Super)

Codes: [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

T: aquesta és l'altre, que té molt de valor, que ho portessin tots, no tho vaig voler dir, però vaig pensar, ho portaran dos, jo patia, dios, quan vaig veure que tothom ho havia portat i els que no, jo no ho portat però ho portaré, no vull ser dolenta, però algunes ho han fet els nens, segur, jo crec que algunes sí.

P28: RIT.docx - 28:46 [T: Motovació, nens que eren in..] (294:294) (Super)

Codes: [awareness of having learnt AL_AL teacher] [motivation use of TOLC_AL teacher] [parental encouragement - Family: motivation and attitudes towards learning languages]
No memos

T: Motovació, nens que eren invisibles, no només a l'anglès, no entenc res, mostrar un interès, s'ho emporten a casa, tradueixen, m'hi imagino alguns moments a la família, per moltes aquestes famílies que el seu fill tradueixi algo de l'anglès cap a la seva HL

CATEGORY: positive attitude towards languages {11}

P 2: SSPREP_2.docx - 2:37 [P: Ninguna, me gustan todas, n..] (235:235) (Super)

Codes: [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

P: Ninguna, me gustan todas, no ho sé

P 3: SSPREP_3.docx - 3:34 [P: A mi m'agrada English perqu..] (291:291) (Super)

Codes: [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

P: A mi m'agrada English perquè serveix per tot el món

P 5: SSPREP_5.docx - 5:1 [P: I like English] (13:13) (Super)

Codes: [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

P: I like English

P 6: SSPREP_6.docx - 6:19 [P: Per què no preguntes quina ..] (247:249) (Super)

Codes: [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

P: Per què no preguntes quina llengua t'agradaria aprendre?

T: I quin seria?

P: A mi l'italià, que és com el castellà però és diferent, però seria més fàcil

P12: FFG_1.docx - 12:5 [KI: He après noves paraules en..] (32:32) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [positive attitude towards languages - Family: motivation and attitudes towards learning languages] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

KI: He après noves paraules en la llengua anglesa i en el meu idioma

P12: FFG_1.docx - 12:19 [KI: Jo parlo català, castellà,..] (82:88) (Super)

Codes: [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

KI: Jo parlo català, castellà, anglès, urdú, *pashto*

MAR: esto no es una lengua de verdad

MU: ¿Qué es *pashto*? (*disbelief*)

KI: Uala, no sabe lo que es *pashto*

SE: Jo també parlo *pashto*

KI: En mi ciudad, de done vivo yo, Peshawar, en Pakistan, hablamos eso, es como filipino y chino

MAH: ¡Qué dices! no se parecen un poco

P13: FFG_2.rtf - 13:8 [A mi m'ha agradat perquè hem t..] (41:41) (Super)

Codes: [positive attitude towards languages - Family: motivation and attitudes towards learning languages] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

A mi m'ha agradat perquè hem treballat amb la *nostra idioma materna* i conegut molts idiomes diferents

P13: FFG_2.rtf - 13:12 [i aprendre més idiomes, i m'he..] (48:48) (Super)

Codes: [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

i aprendre més idiomes, i m'he divertit

P14: FFG_3.docx - 14:22 [IV: Sí, perquè és molt divertit..] (71:71) (Super)

Codes: [motivation towards the use of TOLC in the AL classroom - Family: motivation and attitudes towards learning languages] [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

IV: Sí, perquè és molt divertit escriure en moltes llengües a la classe, com quan fèiem la traducció a les diferents llengües.

P27: researchers diary.docx - 27:80 ['Pupil X has only ever read th..] (178:178) (Super)

Codes: [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

'Pupil X has only ever read the

Koran in Arabic, he has not acknowledged that reading

what his peer has written is also

Arabic and he can also read it.

When he reads his peers writing

he moves his body as if he was

reading the Koran'

P27: researchers diary.docx - 27:81 [Jo no sé escriure en la meua l..] (144:144) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

Jo no sé escriure en la meua llengua però quan veig la paraula en anglès al costat la sé dir amb la meua HL

P 1: SSPREP_1.docx - 1:10 [P: Si amb Bangla, perquè hi ha..] (123:123) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]
No memos

P: Si amb Bangla, perquè hi ha un nen que es diu MA i sempre parlo, a vegades, amb bangali

P 1: SSPREP_1.docx - 1:22 [T: You don't speak Urdu at sch..] (129:130) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

T: You don't speak Urdu at school?

P: A vegades

P 2: SSPREP_2.docx - 2:44 [P: (Urdu origin) a vegades, qu..] (193:193) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

P: (*Urdu origin*) a vegades, quan em trobo algun amic a vegades parlem amb *Spanish*

P 4: SSPREP_4.docx - 4:9 [P: Spanish and Catalan, como a..] (90:90) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

P: Spanish and Catalan, *como a l'escola*

P 5: SSPREP_5.docx - 5:18 [P: Si no nos dejan hablar en u..] (141:141) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]
No memos

P: Si no nos dejan hablar en urdu, per què és xulo que el sapiguem?

P 6: SSPREP_6.docx - 6:5 [P: Yo a veces hablo con X en á..] (108:108) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

P: Yo a veces hablo con X en árabe (*embarrassed*)

P 6: SSPREP_6.docx - 6:6 [P: Yo no tengo amigos en el co..] (112:112) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

P: Yo no tengo amigos en el cole que hablen mi idioma, así que no puedo

P 6: SSPREP_6.docx - 6:10 [P: Me Catalan when I am here i..] (167:169) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

P: Me Catalan when I am here in the

T: In the classroom and Spanish?

P: In the playground

P 6: SSPREP_6.docx - 6:11 [P: In Tagalog I speak in my ho..] (174:174) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

P: In Tagalog I speak in my
house *y con mi sector*

P 6: SSPREP_6.docx - 6:16
[T: Why Catalan? P: Perquè
nomé..] (224:231) (Super)

Codes: [negative feeling
towards Catalan - Family:
motivation and attitudes
towards learning languages]
[reference to context - Family:
motivation and attitudes
towards learning languages]
No memos

T: Why Catalan?

P: Perquè només *hablo*

P: Parlo

P: Perquè només parlo català a
l'escola

P: Catalan només algunes
persones

T: Now listen, and you, which
language?

P: Catalan

P: Porqué Catalan sólo hablan
algunas personas

P 7: SSPREP_7.rtf - 7:4 [P:
vaig a una escola a fer xinè..]
(115:115) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

P: vaig a una escola a fer xinès,
jo els dos

P 7: SSPREP_7.rtf - 7:5 [P: jo
vaig a una school de ára..]
(119:119) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

P: jo vaig a una school de árabe

P12: FFG_1.docx - 12:6 [MA:
Perquè nunca de la vida ha..]
(34:34) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

MA: Perquè *nunca de la vida*
havia fet això, en una escola
(*MA is a students who rarely*
participates)

P12: FFG_1.docx - 12:14 [KI:
a la classe, quan la mestr..]
(64:64) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

KI: a la classe, quan la mestra
no em sent

P12: FFG_1.docx - 12:15
[MU: a la classe no ens
deixen,..] (65:65) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

MU: a la classe no ens deixen,
jo parlo castalà o castellà

P12: FFG_1.docx - 12:48
[MU: Con la MAN, hablo
Urdú fue..] (67:67) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

MU: Con la MAN, hablo Urdú
fuera de la clase

P12: FFG_1.docx - 12:49
[MU: No tinc vergonya, una
cosa..] (69:69) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

MU: No tinc vergonya, una
cosa és a fora de l'escola

P13: FFG_2.rtf - 13:23 [T: A
les classes de català, ca..]
(82:83) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

T: A les classes de català,
castellà o anglès o altres classes
feu servir la traducció?

OS: no, mai

P14: FFG_3.docx - 14:4 [T: I
us ha sorpès que els féss..]
(29:30) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

T: I us ha sorpès que els féssim
servir a la classe d'anglès?

IV: Sí, perquè la classe és la
d'anglès

P14: FFG_3.docx - 14:6 [IV:
no la fèiem servir] (34:34)
(Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

IV: no la fèiem servir

P14: FFG_3.docx - 14:11
[DA: Porqué la gente puede
ente..] (41:41) (Super)

Codes: [reference to context -
Family: motivation and
attitudes towards learning
languages]
No memos

DA: Porqué la gente puede
entender el libro sin que utilicen
el diccionario

P14: FFG_3.docx - 14:21 [T: I
us agradaria que a l'esco..]
(66:69) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

T: I us agradaria que a l'escola es fessin servir les vostres llengües per aprendre llengües i altres coses?

BE: La meua es fa servir sempre

T: La teua sí, però la dels altres no, les altres llengües es fan servir a l'escola?

IV: No

P15: FFG_4.docx - 15:21 [OM: No, perquè la professora d..] (95:95) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

OM: No, perquè la professora diu que no parlem perquè poden dir algunes coses

P15: FFG_4.docx - 15:22 [T: I llavors la professora què..] (96:97) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

I llavors la professora què diu?

OM: Que no parlem

P15: FFG_4.docx - 15:33 [KI: Jo aquí també, a la classe..] (107:107) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

KI: Jo aquí també, a la classe (*mischief face*)

P16: FFG_5.docx - 16:17 [T: Perquè, vosaltres podeu par..] (52:54) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

T: Perquè, vosaltres podeu parlar amb el vostre idioma aquí?

P: (*union*) no

MA: No ens deixen

P16: FFG_5.docx - 16:18 [T: Perquè, vosaltres podeu par..] (52:56) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

T: Perquè, vosaltres podeu parlar amb el vostre idioma aquí?

P: (*union*) no

MA: No ens deixen

T: Què diuen?

MA: Ens diuen que aquí es parla català o castellà

P17: FFG_6.docx - 17:1 [MI: Mai havíem traduït les cos..] (38:38) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

MI: Mai havíem traduït les coses al nostre idioma

P17: FFG_6.docx - 17:2 [SI: I quan parlem amb el nostr..] (39:39) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]
No memos

SI: I quan parlem amb el nostre idioma, les professores ens diuen, molt malament, *teniu*

que parlar amb català, i ara les parlem i ens diu molt bé (big smile)

P17: FFG_6.docx - 17:33 [SI: Jo sí perquè tinc moltes a..] (100:100) (Super)

Codes: [cultural identity - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]
No memos

SI: Jo sí perquè tinc moltes amigues, no parlo amb el meu idioma però hablo amb urdú, la meua aquí no i arribem a casa i parlo punjabi, però poc.

P18: FFG_7.rtf - 18:36 [AR: Quan este fora de l'escola..] (95:95) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

AR: Quan este fora de l'escola parlem amb urdú, anem dos dies i jo l'escolto dos dies

P20: AS1.docx - 20:5 [A anglès, només fem anglès] (22:22) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]
No memos

A anglès, només fem anglès

P24: AS5.docx - 24:5 [perquè podem parlar amb el que..] (19:19) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]
No memos

perquè podem parlar amb el que volgüem

P25: AS6.docx - 25:3 [-que podem parlar amb les nost..] (10:10) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]

No memos

-que podem parlar amb les nostres llengües i no passa res

P25: AS6.docx - 25:6 [perquè no ho fem mai] (20:20) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]

No memos

perquè no ho fem mai

P26: AS7.docx - 26:3 [-que podem parlar amb les nost..] (11:11) (Super)

Codes: [Refer to HL for socioaffective reasons - Family: plurilingual identity] [reference to context - Family: motivation and attitudes towards learning languages]

No memos

-que podem parlar amb les nostres llengües i no passa res

P27: researchers diary.docx - 27:70 [At the beginning of the class ..] (4:4) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]

No memos

At the beginning of the class to Moroccans speak in Arabic between them but make sure they are not heard

P28: RIT.docx - 28:16 [T: sí que és cert alguns i jo ..] (315:315) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]

No memos

T: sí que és cert alguns i jo la primera els hem dit que clar, els grans aprofiten per insultar-se en la seva llengua, ells agafen les seva HL com a pantalla, i juguen, m'ha dit no sé què de la teva mare, i no sé, acabes dient prou deixeu de parlar amb la seva HL

P28: RIT.docx - 28:17 [T: i jo em poso en la seva pel..] (323:323) (Super)

Codes: [reference to context - Family: motivation and attitudes towards learning languages]

No memos

T: i jo em poso en la seva pell, si la sensació que tenen és que a l'escola se'ls hi prohibeix, jo no voldria aprendre'n més

VARIABLE:

LEARNING

OUTCOMES

[awareness of having

learnt AL] [awareness of

having learnt HL]

[awareness of having

learnt intercultural

competence]

[colloborative work]

[Perception of the use of

LITS as a learning

strategy/tool] [perception

of the use of TOLC as a learning strategy/tool]

Quotation(s): 181

P12: FFG_1.docx - 12:4 [KI: Porqué he aprendido noves ..] (30:30) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

KI: Porqué he aprendido noves paraules en el meu idioma

P12: FFG_1.docx - 12:5 [KI: He après noves paraules en..] (32:32) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [positive attitude towards languages - Family: motivation and attitudes towards learning languages] [Refer to HL for socioaffective reasons - Family: plurilingual identity]

No memos

KI: He après noves paraules en la llengua anglesa i en el meu idioma

P12: FFG_1.docx - 12:7 [T: i t'agrada? MA: Molt T: Per..] (35:38) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [motivation towards project - Family: motivation and attitudes towards learning languages]

No memos

T: i t'agrada?

MA: Molt

T: Per què?

MA: Perquè he après paraules en anglès

P12: FFG_1.docx - 12:8 [MU: A mi m'ha sorprès perquè he..] (40:40) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]

No memos

MU: A mi m'ha sorprès perquè hem après a escriure moltes paraules en el nostres idiomes

P12: FFG_1.docx - 12:9 [SE: A mi m'ha sorprès perquè jo..] (42:42) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]

No memos

SE: A mi m'ha sorprès perquè jo no sabia res d'anglès, i ara en sé bastant més

P12: FFG_1.docx - 12:10 [KI: Perquè si algun amic neces..] (48:48) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

KI: Perquè si algun amic necessita ajuda el podem ajudar, li podem ajudar, ell ho pot dir en el seu idioma, i també en anglès

P12: FFG_1.docx - 12:12 [T: ah, i està bé això de tradu..] (55:58) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

T: ah, i està bé això de traduir? Ajuda per aprendre llengües?

P: (*union*) Sí

T: Un moment MAH

MU: Perquè coneixem relacionem paraules que ja sabem amb el nostre idioma amb l'anglès, que no les sabem en anglès

P12: FFG_1.docx - 12:42 [KI: Hem fet l'anglès, llegint ..] (18:18) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

KI: Hem fet l'anglès, llegint llibres, posant paraules en castellà i algunes altres llengües

P12: FFG_1.docx - 12:45 [MA: Perquè he après paraules e..] (38:38) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]

No memos

MA: Perquè he après paraules en anglès

P12: FFG_1.docx - 12:47 [MU: Perquè coneixem relacionem..] (58:58) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

MU: Perquè coneixem relacionem paraules que ja sabem amb el nostre idioma amb l'anglès, que no les sabem en anglès

P13: FFG_2.rtf - 13:2 [JA: Perquè hem treballat amb g..] (32:32) (Super)

Codes: [colloaborative work - Family: LEARNING OUTCOMES]

No memos

JA: Perquè hem treballat amb grup

P13: FFG_2.rtf - 13:4 [JA: Perquè no sabíem tant treb..] (34:34) (Super)

Codes: [colloaborative work - Family: LEARNING OUTCOMES]

No memos

JA: Perquè no sabíem tant treballar en grup, però ara més

P13: FFG_2.rtf - 13:5 [OS: M'ha agradat perquè hem tr..] (37:37) (Super)

Codes: [colloaborative work - Family: LEARNING OUTCOMES]

No memos

OS: M'ha agradat perquè hem treballat amb grup

P13: FFG_2.rtf - 13:7 [i hem treballat amb grup] (39:39) (Super)

Codes: [colloaborative work - Family: LEARNING OUTCOMES]

No memos

i hem treballat amb grup

P13: FFG_2.rtf - 13:13 [AL: Jo sí, el que no sabíem en..] (59:59) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

AL: Jo sí, el que no sabíem en anglès ho traduïem al nostre idioma i ja sabia què era això

P13: FFG_2.rtf - 13:14 [OS: Jo sabia que era forest, n..] (60:60) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

OS: Jo sabia que era *forest*, no sabia que era *forest*

P13: FFG_2.rtf - 13:15 [ALB: Sí, per mi era molt difícil..] (64:64) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]

No memos

ALB: Sí, per mi era molt difícil escriure paraules amb xinès i ara en sé més, i jo he après molt anglès i moltes lletres noves

P13: FFG_2.rtf - 13:16 [Treballar amb el conte i apren..] (48:48) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]

No memos

Treballar amb el conte i aprendre més idiomes,

P13: FFG_2.rtf - 13:17 [i conegut molts idiomes difere..] (41:41) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]

No memos

i conegut molts idiomes diferents

P13: FFG_2.rtf - 13:18 [ALB: Sí, molt, perquè he après..] (68:68) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

ALB: Sí, molt, perquè he après a traduir

P13: FFG_2.rtf - 13:19 [JA: Jo crec que sí, perquè pri..] (72:72) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]

No memos

JA: Jo crec que sí, perquè primer no sabia tantes paraules i n'he après moltes i he après moltes paraules en anglès i en urdú

P13: FFG_2.rtf - 13:20 [OS: a mi, sí perquè jo no sabi..] (74:74) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]

No memos

OS: a mi, sí perquè jo no sabia escriure en el meu idioma i el meu pare m'ha ajudat perquè jo no sabia escriure en àrab

P13: FFG_2.rtf - 13:21 [JA: Sí perquè quan hi ha parau..] (79:79) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

JA: Sí perquè quan hi ha paraules que no sabem, les traduem, i sabem què volen dir

P13: FFG_2.rtf - 13:22 [ALB: Lo mateix, i sí perquè am..] (81:81) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

ALB: Lo mateix, i sí perquè amb la traducció aprenem més paraules del nostre idioma

P13: FFG_2.rtf - 13:24 [T: Sí? Creieu que heu après mé..] (91:93) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]

No memos

T: Sí? Creieu que heu après més coses de la vostra llengua materna?

JU: De tu lengua materna, de árabe

OS: Ah, también he après paraules que no sabia, com *fones, girrafe, hizzan* y más palabras

P13: FFG_2.rtf - 13:27 [ALB: Coses del conte i de l'an..] (100:100) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages]

No memos

ALB: Coses del conte i de l'anglès

P13: FFG_2.rtf - 13:30 [S: M'ha agradat perquè hem tre..] (37:37) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]

No memos

S: M'ha agradat perquè hem treballat amb grup

P13: FFG_2.rtf - 13:34 [T: Us agrada això de traduir? ..] (73:74) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

T: Us agrada això de traduir?

OS: a mi, sí perquè jo no sabia escriure en el meu idioma

P13: FFG_2.rtf - 13:35 [OS: Ah, también he après parau..] (93:93) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]

No memos

OS: Ah, también he après paraules que no sabia, com *fonos, girrafe, hizzan* y más palabras

P13: FFG_2.rtf - 13:36 [T: Us agradria fer un altre pr..] (97:100) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

T: Us agradria fer un altre projecte com aquest?

ALB: El xinès m'ajuda aprendre a coses

T: Quines coses aprens? (....)

ALB: Coses del conte i de l'anglès

P14: FFG_3.docx - 14:7 [ara sé més paraules amb el meu..] (34:34) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

ara sé més paraules amb el meu idioma,

P14: FFG_3.docx - 14:9 [DA: que hay muchas idiomas dif..] (38:38) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity]
No memos

DA: que hay muchas idiomas diferentes y lo hemos escuchado y los hemos visto las letras como son.

P14: FFG_3.docx - 14:12 [T: ilvolsatres creieu que heu ..] (42:43) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

T: ilvolsatres creieu que heu après més anglès fent aquest projecte, per què?

ALISH: perquè hem fet la conte prime

P14: FFG_3.docx - 14:13 [T: I volsatres creieu que està..] (45:46) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

T: I volsatres creieu que està bé fer servir la traducció per aprendre anglès?

IV: Sí, perquè llavors saps més paraules i saps les paraules que parles

P14: FFG_3.docx - 14:14 [MU: Primer no sabia que en benghalí] (48:48) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

MU: Primer no sabia que en benghalí s'escribia així, i *ahora sé*.

P14: FFG_3.docx - 14:15 [T: I creieu que heu après més ..] (49:50) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

T: I creieu que heu après més coses de la vostra llengua materna?

IV: Jo sí, perquè quan fer el conte no sabia moltes paraules en el meu idioma

P14: FFG_3.docx - 14:23 [T: Creieu que heu après més an..] (88:90) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

T: Creieu que heu après més anglès així o de la manera normal?

DA: D'aquesta manera, perquè hem fet molt de la nostra idioma i molt de l'idioma anglès.

BE: Sí, molt més.

P14: FFG_3.docx - 14:24 [ALISH: i hem treballat amb gru..] (91:91) (Super)

Codes: [collaborative work - Family: LEARNING OUTCOMES]
No memos

ALISH: i hem treballat amb gru

P14: FFG_3.docx - 14:26 [r i després en els nostres idi..] (43:43) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

r i després en els nostres idiomes.

P14: FFG_3.docx - 14:28 [T: Per què t'ha agradat escriu..] (60:61) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

T: Per què t'ha agradat escriure la teva llengua?

ALISH: Perquè jo no escric en la meua llengua

P15: FFG_4.docx - 15:1 [P1: Pues sí, hemos aprendido m..] (40:40) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]

No memos

P1: Pues sí, hemos aprendido más cosas

P15: FFG_4.docx - 15:2 [OM: Que uno nace en brazil y o..] (42:42) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]

No memos

OM: Que uno nace en brazil y otro en otro país, como hablaban,

P15: FFG_4.docx - 15:3 [KI: He après d'autres països, ..] (47:47) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]

No memos

KI: He après d'autres països, de Brazil, Romania, *Pakistà*

P15: FFG_4.docx - 15:4 [AL: A mi, com escriuen els alt..] (48:48) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]

No memos

AL: A mi, com escriuen els altres

P15: FFG_4.docx - 15:5 [AL: Que el Marroc escriuen per..] (50:50) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]

No memos

AL: Que el Marroc escriuen per allà i, *aixins* i més coses

P15: FFG_4.docx - 15:6 [JO: Jo he après que els meus c..] (54:54) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]

No memos

JO: Jo he après que els meus companys parlen idiomes diferents amb lletres molt rares i he après més anglès

P15: FFG_4.docx - 15:7 [AL: Com llegir, quan vam llegi..] (56:56) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]

No memos

AL: Com llegir, quan vam llegir als petits, bueno, lo típic

P15: FFG_4.docx - 15:8 [T: Tu, AL, què has après? AL: ..] (60:61) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]

No memos

Tu, AL, què has après?

AL: Lo dels idiomes, que l'AL diu que el xinès es pot escriure així i així

P15: FFG_4.docx - 15:9 [T: I vosaltres creieu que heu ..] (62:65) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

I vosaltres creieu que heu après molt anglès fent les

classes d'anglès d'aquesta manera?

P: (*union*) sí, molt

R: Per què?

AL: Perquè hem fet un conte en anglès

P15: FFG_4.docx - 15:10 [T: I vosaltres creieu que heu ..] (62:63) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]

No memos

I vosaltres creieu que heu après molt anglès fent les classes d'anglès d'aquesta manera?

P: (*union*) sí, molt

P15: FFG_4.docx - 15:11 [i l'hem llegit amb altres llen..] (65:65) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

i l'hem llegit amb altres llengües

P15: FFG_4.docx - 15:12 [T: I vosaltres creieu que heu ..] (62:66) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

I vosaltres creieu que heu après molt anglès fent les classes d'anglès d'aquesta manera?

P: (*union*) sí, molt

R: Per què?

AL: Perquè hem fet un conte en anglès i l'hem llegit amb altres llengües

OM: Perquè hem fet un llibre en anglès

P15: FFG_4.docx - 15:13 [T: I vosaltres creieu que heu ..] (62:68) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

I vosaltres creieu que heu après molt anglès fent les classes d'anglès d'aquesta manera?

P: (*union*) sí, molt

R: Per què?

AL: Perquè hem fet un conte en anglès i l'hem llegit amb altres llengües

OM: Perquè hem fet un llibre en anglès

R: Què més?

P3: Perquè hem traduït

P15: FFG_4.docx - 15:14 [T: I traduir ajuda? Tu creus q..] (69:70) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

I traduir ajuda? Tu creus que la traducció ajuda a aprendre llengües? O no?

AL: Sí perquè saps la paraula, i a vegades, quan una persona no sap la paraula el pots ajudar amb la seva llengua

P15: FFG_4.docx - 15:15 [KI: Saps més paraules en molte..] (72:72) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

KI: Saps més paraules en moltes llengües, i jo per exemple sé una paraula en castellà i la sé traduir a moltes altres llengües

P15: FFG_4.docx - 15:16 [T: I vosaltres creieu que heu ..] (73:74) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

I vosaltres creieu que heu après més coses de la vostra llengua materna?

P: (*union*) sí

P15: FFG_4.docx - 15:17 [OM: Porqué habían cosas que no..] (76:76) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

OM: Porqué habían cosas que no sabíamos en la nuestra lengua pero como que habíamos más nos han ayudado

P15: FFG_4.docx - 15:18 [KI: Jo no sabia escriure aquel..] (77:77) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

KI: Jo no sabia escriure aquella paraula que ara no recordo en el meu idioma, i ara sí

P15: FFG_4.docx - 15:23 [T: I tu, CR, què penses? has a..] (98:99) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

I tu, CR, què penses? has après més coses de la teva llengua?

P5: Sí,

P15: FFG_4.docx - 15:28 [T: Què? Explica'm-hol hem après..] (59:59) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

Què? Explica'm-hol hem après les llengües dels altres països

P15: FFG_4.docx - 15:29 [hem fet un conte en anglè] (65:65) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

hem fet un conte en anglè

P15: FFG_4.docx - 15:30 [P3: Perquè hem traduït] (68:68) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

P3: Perquè hem traduït

P16: FFG_5.docx - 16:1 [MA: Que hem fet servir molts i..] (16:16) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

MA: Que hem fet servir molts idiomes

P16: FFG_5.docx - 16:2 [BI: Em pensava que el conte no..] (18:18) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

BI: Em pensava que el conte no sortiria tan bé

P16: FFG_5.docx - 16:3 [MO: A mi m'ha sorpès escoltar ..] (20:20) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

MO: A mi m'ha sorpès escoltar parlar idiomes que no sabia

P16: FFG_5.docx - 16:5 [T: I tu Mi, què t'ha sorpès? M..] (23:24) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

T: I tu Mi, què t'ha sorpès?

MI: Que he parlat amb Bangladesh

P16: FFG_5.docx - 16:6 [AI: A mi m'ha sorpès escriure ..] (26:26) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

AI: A mi m'ha sorpès escriure en urdú

P16: FFG_5.docx - 16:8 [BI: Treballar en equip] (35:35) (Super)

Codes: [collaborative work - Family: LEARNING OUTCOMES]
No memos

BI: Treballar en equip

P16: FFG_5.docx - 16:9 [BI: Explicar una cosa en la me..] (37:37) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [Refer to HL for

socioaffective reasons - Family: plurilingual identity]
No memos

BI: Explicar una cosa en la meua llengua, perquè jo mai, no sé com dir-ho, mai he explicat una cosa en àrab, als nens petits

P16: FFG_5.docx - 16:12 [I vosaltres creieu que heu apr..] (38:39) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

I vosaltres creieu que heu après més anglès d'aquesta manera?

MA: Sí, perquè hem sapigut les paraules del nostre país en anglès, sabem moltes més paraules així

P16: FFG_5.docx - 16:13 [I vosaltres creieu que heu apr..] (38:40) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

I vosaltres creieu que heu après més anglès d'aquesta manera?

MA: Sí, perquè hem sapigut les paraules del nostre país en anglès, sabem moltes més paraules així

MO: Perquè hem traduït molt

P16: FFG_5.docx - 16:14 [T: I llavors la traducció ha f..] (41:42) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

T: I llavors la traducció ha funcionat molt bé?

MO: Ha funcionat molt bé, perquè si no saps una paraula en anglès la tradueixes en castellà o en el teu idioma i ja saps quina és

P16: FFG_5.docx - 16:15 [T: I vosaltres creieu que heu ..] (46:48) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

T: I vosaltres creieu que heu après coses de la vostra llengua materna fent això?

Al: Algunes paraules

MO: Algunes paraules que no sabíem, o que no ens sortien

P16: FFG_5.docx - 16:16 [MO: Perquè hem parlat més amb ..] (51:51) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [cultural identity - Family: plurilingual identity] [language identity - Family: plurilingual identity]
No memos

MO: Perquè hem parlat més amb el nostre idioma

P16: FFG_5.docx - 16:20 [T: Vosaltres creieu que ha mil..] (59:60) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
No memos

T: Vosaltres creieu que ha millorat el vostre anglès, d'aquesta manera treballant així?

P: (*union*) Molt

P16: FFG_5.docx - 16:21 [T: Vosaltres creieu que ha mil..] (59:61) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

T: Vosaltres creieu que ha millorat el vostre anglès, d'aquesta manera treballant així?

P: (*union*) Molt

BI: Perquè hem après traduint

P16: FFG_5.docx - 16:22 [MO: També hem millorat l'anglès..] (63:63) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

MO: També hem millorat l'anglès perquè hem fet un conte

P16: FFG_5.docx - 16:23 [MO: També hem millorat l'anglès..] (63:63) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
No memos

MO: També hem millorat l'anglès perquè hem fet un conte, que *teníem que fer* en anglès, i moltes paraules que no sabíem en aquell conte sortien en aquest conte

P16: FFG_5.docx - 16:24 [T: Però de la llengua anglesa ..] (70:72) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
No memos

T: Però de la llengua anglesa què creieu que heu après més? A parlar?

MA: A escriure i parlar

MA A llegir i parlar

P16: FFG_5.docx - 16:30 [P4: Sí perquè jo vull escoltar..] (99:99) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

P4: Sí perquè jo vull escoltar més idiomes, *porque china no lo voy a volver a escuchar seguramente, y a mi este me ha gustado*

P16: FFG_5.docx - 16:31 [MO: Explicar el conte] (36:36) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

MO: Explicar el conte

P17: FFG_6.docx - 17:8 [SE: Per sapiguer els idiomes d..] (49:49) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

SE: Per *sapiguer* els idiomes de, sapiguer com parlem

P17: FFG_6.docx - 17:9 [SE: Perquè m'agrada els idiome..] (51:51) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

SE: Perquè m'agrada els idiomes del altres

P17: FFG_6.docx - 17:12 [T: Amb aquesta manera de treba..] (57:58) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

T: Amb aquesta manera de treballar, que hem fet servir les vostres llengües maternes, què és el que heu après més?

MI: *escribir* en el meu idioma, que no sé.

P17: FFG_6.docx - 17:13 [T: Amb aquesta manera de treba..] (57:59) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

T: Amb aquesta manera de treballar, que hem fet servir les vostres llengües maternes, què és el que heu après més?

MI: *escribir* en el meu idioma, que no sé.

SI: I escriure en anglès i *contar* un conte amb anglès

P17: FFG_6.docx - 17:14 [AN: Jo he après a fer un llibr..] (61:61) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

AN: Jo he après a fer un llibre

P17: FFG_6.docx - 17:15 [T: I tu què has après? GE: A t..] (62:63) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

T: I tu què has après?

GE: A treballar en grup

P17: FFG_6.docx - 17:16 [T: I tu què has après? GE: A t..] (62:63) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

T: I tu què has après?

GE: A treballar en grup i escoltar els altres idiomes

P17: FFG_6.docx - 17:20 [SI: Treballar en equip] (71:71) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

SI: Treballar en equip

P17: FFG_6.docx - 17:26 [erent, traduir-ho] (86:86) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

erent, traduir-ho

P17: FFG_6.docx - 17:27 [T: Per què tu no sabies llegir..] (88:89) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

T: Per què tu no sabies llegir amb àrab?

MI: No, només parlar

P17: FFG_6.docx - 17:28 [T: I ara has après a llegir-ho..] (90:91) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

T: I ara has après a llegir-ho en anglès i dir-ho en àrab

MI: Sí

P17: FFG_6.docx - 17:38 [perquè estem tots junts] (54:54) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

perquè estem tots junts

P17: FFG_6.docx - 17:40 [GE: A treballar en grup] (63:63) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

GE: A treballar en grup

P18: FFG_7.rtf - 18:5 [MAN: A mi no m'ha agradat fer ..] (19:19) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

MAN: A mi no m'ha agradat fer coses amb el meu grup,

P18: FFG_7.rtf - 18:9 [LA: Jo no sabia molt d'urdú d'..] (27:27) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

LA: Jo no sabia molt d'urdú d'escriure, i així he après més

P18: FFG_7.rtf - 18:10 [AR: És que hem après moltes co..] (29:29) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having

learnt HL - Family: LEARNING OUTCOMES]
No memos

AR: És que hem après moltes coses en urdú i en anglès (...)

P18: FFG_7.rtf - 18:11 [perquè mai he vist aquestes ll..] (30:30) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity]
No memos

perquè mai he vist aquestes lletres tan complicades

P18: FFG_7.rtf - 18:14 [perquè hi havia paraules que j..] (31:31) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity]
No memos

perquè hi havia paraules que jo no sabia què volia dir i ara sí que sé

P18: FFG_7.rtf - 18:15 [WA: M'ha agradat el conte perq..] (33:35) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [motivation towards the use of LITS in the AL classroom - Family: motivation and attitudes towards learning languages] [WA: M'ha agradat el conte perq..]
No memos

WA: M'ha agradat el conte perquè abans no sabia tan bé escriure i sé una miqueta més escriure

T: En àrab o en anglès?

WA: En àrab i en anglès

P18: FFG_7.rtf - 18:18 [MAN: (laughs) el conte i els n..] (43:43) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity]

No memos

MAN: *(laughs)* el conte i els nostres idiomes perquè quan la SA parlava amb *Arabic*, jo sabia una mica d'àrab perquè el koran és en àrab, i sé llegir, no escriure però sé llegir

P18: FFG_7.rtf - 18:21 [T: Treballant d'aquesta manera..] (57:58) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]

No memos

T: Treballant d'aquesta manera, en anglès però a través de les vostres llengües maternes, què creieu que heu après més?

DA: He après més a parlar castellà, sí.

P18: FFG_7.rtf - 18:23 [MA: Hem fet això dels idiomes,..] (62:62) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity]

No memos

MA: Hem fet això dels idiomes, alguns companys feien un altre idioma, he après a dir coses en urdú, i ara sé escriure una mica

P18: FFG_7.rtf - 18:25 [LA: Jo he après a escriure i l..] (68:68) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]

No memos

LA: Jo he après a escriure i llegir bé en urdú

P18: FFG_7.rtf - 18:26 [AR: Jo he après a llegir, perq..] (70:70) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] [parental encouragement - Family: motivation and attitudes towards learning languages]

No memos

AR: Jo he après a llegir, perquè no sé escriure

P18: FFG_7.rtf - 18:27 [MAN: Jo he après a escriure mo..] (71:71) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [language identity - Family: plurilingual identity]

No memos

MAN: Jo he après a escriure molt més en urdu, que és la meva llengua perquè abans feia moltes faltes i ara no faig tantes faltes

P18: FFG_7.rtf - 18:28 [: I creieu que heu après més a..] (72:74) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

: I creieu que heu après més anglès, treballant així?

P: *(union)* Sí

WA: Perquè hem treballat amb anglès i en la nostra llengua materna

P18: FFG_7.rtf - 18:29 [DA: M'ha ajudat molt el conte] (77:77) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

DA: M'ha ajudat molt el conte

P18: FFG_7.rtf - 18:30 [LA: Jo sí que he après més ang..] (78:78) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity]

No memos

LA: Jo sí que he après més anglès perquè hi havia moltes paraules que no entenia i si les tradueix a l'urdú les entenia perquè hi ha moltes paraules en urdú i en anglès que són semblants

P18: FFG_7.rtf - 18:31 [T: Això de fer servir la tradu..] (80:83) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]

No memos

T: Això de fer servir la traducció per aprendre llengües està bé?

Ps: Sí

MA: Perquè l'AL m'ha dit *traducxa* això en català o castellà i això m'ha ajudat molt

DA: I quan havia de *llegís* alguna cosa, i no em sortia bé, l'anglès m'ha ajudat, i jo tinc llibres a casa que m'ajuden a parlar

P18: FFG_7.rtf - 18:39 [MA: Jo vull aprendre molts més..] (98:98) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]

No memos

MA: Jo vull aprendre molts més idiomes, perquè sols parlo castellà

P18: FFG_7.rtf - 18:40 [havia paraules que jo no sabia..] (31:31) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

havia paraules que jo no sabia què volia dir i ara sí que sé

P18: FFG_7.rtf - 18:41 [MA: Jo he après molt anglès] (75:75) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
No memos

MA: Jo he après molt anglès

P19: FFG_8.rtf - 19:1 [AN: Hem treballat en grup JOR:..] (26:27) (Super)

Codes: [collaborative work - Family: LEARNING OUTCOMES]
No memos

AN: Hem treballat en grup

JOR: Hem fet les coses junts

P19: FFG_8.rtf - 19:2 [SA: Hem après altres idiomes] (29:29) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

SA: Hem après altres idiomes

P19: FFG_8.rtf - 19:4 [T: I per què creieu que ho hem..] (43:44) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

T: I per què creieu que ho hem fet això?

JO: Para lo que no español que saben urdú que lo sepa

P19: FFG_8.rtf - 19:5 [T: Què creieu que heu après am..] (45:46) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

T: Què creieu que heu après amb aquest projecte?

JOR: Yo un tampoco hablar árabe

P19: FFG_8.rtf - 19:6 [YU: YO Paquistaní] (47:47) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
[unawareness of HL - Family: plurilingual identity]
No memos

YU: Yo Paquistaní

P19: FFG_8.rtf - 19:7 [T: Què més, què has après tu J..] (49:50) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
[unawareness of HL - Family: plurilingual identity]
No memos

T: Què més, què has après tu JO?

JO: Jo marroco

P19: FFG_8.rtf - 19:8 [T: I creieu que heu après molt..] (52:55) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
[perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

T: I creieu que heu après molt anglès treballant d'aquesta manera?

P: (union) Sí

T: Per què?

YU: Perquè hem escrit paraules en anglès i hem fet el vocabulari i després l'hem tradut

P19: FFG_8.rtf - 19:9 [JOR: Hem après també de les pa..] (59:59) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
No memos

JOR: Hem après també de les paraules a la pissarra en anglès

P19: FFG_8.rtf - 19:10 [T: I fer servir la traducció, ..] (63:64) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

T: I fer servir la traducció, ajuda a aprendre llengües?

JOR: Sí, perquè els aprens els números

P19: FFG_8.rtf - 19:12 [JOR: Yo sé sudaya en japonés] (68:68) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [spontaneous use of HL]
No memos

JOR: Yo sé *sudaya* en japonés

P19: FFG_8.rtf - 19:13 [YU: Yo sé nihau, en chino] (71:71) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [spontaneous use of HL]
No memos

YU: Yo sé *nihau*, en chino

P19: FFG_8.rtf - 19:16 [JOR: Me gustaria aprendre japo..] (83:83) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

JOR: Me gustaría aprender japonés para ir a Japón y comer la comida que está buenísima

P19: FFG_8.rtf - 19:18 [JOR: Els llibres amb les lleng..] (30:30) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

JOR: Els llibres amb les llengües

P19: FFG_8.rtf - 19:19 [JOR: Yo quiero aprender chino] (77:77) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

JOR: Yo quiero aprender chino

P19: FFG_8.rtf - 19:20 [T: I què hem fet amb això de l..] (34:42) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

T: I què hem fet amb això de les llengües?

JOR: Les hem combinat

T: Com es diu això? Les hem combinat?

JOR: Hem mirat les nostres llengües

YU: Les hem ensenyat

T: I què hem fet amb les vostres llengües, AN?

YU: Compartir-les

T: I com les hem fet servir?

SA: Per traduir

P20: AS1.docx - 20:1 [Serem més amics] (7:7) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

Serem més amics

P20: AS1.docx - 20:6 [Podrem aprendre més anglès i m..] (23:23) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [language identity - Family: plurilingual identity]
No memos

Podrem aprendre més anglès i més de la meua llengua

P20: AS1.docx - 20:8 [He après moltes coses en anglè..] (36:36) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

He après moltes coses en anglès i més coses en altres llengües

P21: AS2.docx - 21:2 [Parlar amb el grup] (6:6) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

Parlar amb el grup

P21: AS2.docx - 21:3 [Parlar amb els amics] (8:8) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

Parlar amb els amics

P21: AS2.docx - 21:5 [tothom coneix totes les llengü..] (25:25) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

tothom coneix totes les llengües de la classe

P21: AS2.docx - 21:6 [Sí, perquè quan fem això ho fe..] (29:29) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

Sí, perquè quan fem això ho fem en grup

P21: AS2.docx - 21:7 [Treballar en grup és molt impo..] (30:30) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

Treballar en grup és molt important

P21: AS2.docx - 21:8 [Veure com són els idiomes dels..] (38:38) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

Veure com són els idiomes dels altres

P21: AS2.docx - 21:9 [A treballar en grup] (40:40) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

A treballar en grup

P21: AS2.docx - 21:10 [A mi m'agrada treballar en gru..] (12:12) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

A mi m'agrada treballar en grup, així aprenem altres llengües i ens ho passem bé.

P21: AS2.docx - 21:11 [- Jo estic aprenent molt d'alt..] (11:11) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

- Jo estic aprenent molt d'altres llengües però sobretot del meu

P21: AS2.docx - 21:12 [Jo estic aprenent molt d'altre..] (11:11) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

Jo estic aprenent molt d'altres llengües però sobretot del meu

P21: AS2.docx - 21:13 [A mi m'agrada buscar paraules ..] (10:10) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

A mi m'agrada buscar paraules en diferents llengües

P22: AS3.docx - 22:1 [aprendre anglès] (5:5) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
No memos

aprendre anglès

P22: AS3.docx - 22:3 [s si sabem més llengües] (18:18) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

s si sabem més llengües

P22: AS3.docx - 22:5 [- Jo no sé escriure en la meva..] (9:9) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

- Jo no sé escriure en la meva llengua però quan veig la paraula en anglès al costat la sé dir amb la meva HL

P23: AS4.docx - 23:4 [Sí, perquè aprenem idiomes dif..] (21:21) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

Sí, perquè aprenem idiomes diferents

P23: AS4.docx - 23:6 [Que treballar amb grup és molt..] (30:30) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

Que treballar amb grup és molt important

P24: AS5.docx - 24:3 [Treballem en grup] (6:6) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

Treballem en grup

P24: AS5.docx - 24:4 [que amics que parlant idiomes ..] (11:11) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity]
No memos

que amics que parlant idiomes diferents els parlen

P25: AS6.docx - 25:1 [Sí, abans no sabia escriure en..] (4:4) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

Sí, abans no sabia escriure en el meu idioma i ara sí

P25: AS6.docx - 25:2 [Hem après a escriure en els no..] (5:5) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

Hem après a escriure en els nostres idiomes i a traduir

P25: AS6.docx - 25:8 [he après a escriure en urdú] (36:36) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

he après a escriure en urdú

P25: AS6.docx - 25:9 [he après més anglès] (37:37) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
No memos

he après més anglès

P25: AS6.docx - 25:10 [-Quan no entenc una cosa escri..] (22:22) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] No memos

-Quan no entenc una cosa escrita amb urdú, puc entendre-la llegint l'anglès i així també aprenc anglès

P26: AS7.docx - 26:4 [que sabem escriure un conte ar..] (35:35) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES] No memos

que sabem escriure un conte ara

P26: AS7.docx - 26:5 [que escriure un conte no és ta..] (36:36) (Super)

Codes: [Perception of the use of LITS as a learning strategy/tool - Family: LEARNING OUTCOMES] No memos

que escriure un conte no és tan difícil

P26: AS7.docx - 26:6 [a treballar amb grup] (37:37) (Super)

Codes: [colloaborative work - Family: LEARNING OUTCOMES] No memos

a treballar amb grup

P26: AS7.docx - 26:7 [-miro una paraula i penso amb ..] (38:38) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES] [awareness of having learnt intercultural competence - Family:

LEARNING OUTCOMES] [metalinguistic awareness - Family: plurilingual identity] No memos

-miro una paraula i penso amb les llengües que les sé dir

P26: AS7.docx - 26:8 [-l'anglès ara forma part de le..] (39:39) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] No memos

-l'anglès ara forma part de les llengües que sé

P27: researchers diary.docx - 27:22 [They will use English to under..] (90:90) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES] No memos

They will use English to understand their HL: different competences in different languages, pupils are not aware of this

P27: researchers diary.docx - 27:23 [They look for each other and s..] (106:106) (Super)

Codes: [colloaborative work - Family: LEARNING OUTCOMES] No memos

They look for each other and start to identify who speaks what, they had never really given this any thought

P27: researchers diary.docx - 27:26 ['Que es paani'? Marjorie answe..] (114:114) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] No memos

'Que es paani'? Marjorie answers: shawarema, Bejani says, chapati'

P27: researchers diary.docx - 27:27 ['caterina, mira que bien escri..] (117:117) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] No memos

'caterina, mira que bien escrito en árabe' (very very proud)

P27: researchers diary.docx - 27:28 ['hay que ponerlo en tu idioma,..] (119:119) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES] [Refer to HL for socioaffective reasons - Family: plurilingual identity] No memos

'hay que ponerlo en tu idioma, que es muy bonito, parece un dibujo'

P27: researchers diary.docx - 27:29 ['no es pot traduir literalment..] (127:127) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES] No memos

'no es pot traduir literalment, paraula a paraula, oi, perquè les frases no són les mateixes en diferents llengües'

P27: researchers diary.docx - 27:33 [Very motivated when ask pupils..] (150:152) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES] No memos

Very motivated when ask pupils to translate into their own

language

‘es pot posar tot al google?’

Super motivated

P27: researchers diary.docx - 27:35 [Roti /shawarma/durum: what is ..] (149:149) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

Roti /shawarma/durum: what is the difference

P27: researchers diary.docx - 27:41 [All pupils are aware of who sp..] (173:173) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

All pupils are aware of who speaks what language - what will Alba do, only person in class who speaks Chinese

P27: researchers diary.docx - 27:42 [‘hi ha diferents llengües a Pa..] (174:176) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

‘hi ha diferents llengües a Pakistan, sik /hindú?’

‘A Bangladesh es van inventar una llengua que jo entenc una mica’

‘árabe y berber se escriben diferentes pero se hablan en el mismo sitio’

P27: researchers diary.docx - 27:43 [Learning HL through English: i..] (177:177) (Super)

Codes: [perception of the use of TOLC as a learning strategy/tool - Family: LEARNING OUTCOMES]
No memos

Learning HL through English: if you don’t have the Word, you look for other ways of expressing the idea: XXXX *es robar / bueno, es ladrón.*

P27: researchers diary.docx - 27:44 [All pakis together trying to t..] (188:188) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

All pakis together trying to translate together. One pupils is only girl who can ‘really’ write and becomes ‘teacher’, comment among each other in urdu

P27: researchers diary.docx - 27:45 [When I ask them to read senten..] (189:189) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES] [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

When I ask them to read sentences to me they are embarrassed but sight translate from English into oral HL, but cannot read their own HL

P27: researchers diary.docx - 27:46 [Pupils are actually helping ea..] (199:199) (Super)

Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

Pupils are actually helping each other and those who have not finished the translation are helped by those who have

P27: researchers diary.docx - 27:49 [Yviv explains to Bilal how to ..] (210:210) (Super)

Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

Yviv explains to Bilal how to pronounce ‘mnga’ and he doesn’t understand, is very interested and wants to learn how to pronoun the nasal in tagalog

P27: researchers diary.docx - 27:53 [Alba: això com es dius: tusks ..] (214:216) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
No memos

Alba: això com es dius: tusks

Umar: dibuixa els tuisks amb blanc

Osama: con qué lo repaso Alba, con gris

P27: researchers diary.docx - 27:56 [Leiba says, jo no l’entenc, o ..] (226:226) (Super)

Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES]
No memos

Leiba says, jo no l’entenc, o potser una mica and starts to read In Arabic through English

P27: researchers diary.docx - 27:62 [In order to understand where h..] (245:246) (Super)

Codes: [awareness of having learnt AL - Family: LEARNING OUTCOMES]
No memos

In order to understand where her peers have stopped copying in Arabic, a pupil looks and reads in English to know where they are:

And the man gives a lesson / el hombre da una lección

P27: researchers diary.docx - 27:66 [Pupils read other HL when one ..] (257:257) (Super)
Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

Pupils read other HL when one of the pupils is missing

P27: researchers diary.docx - 27:67 [leiba reads in tagalog, doesn't..] (258:258) (Super)
Codes: [awareness of having learnt intercultural competence - Family: LEARNING OUTCOMES]
No memos

leiba reads in tagalog, doesn't understand a thing, quina llengua és tagalogmumna and samira laugh, samirat helps to read in Arabic

P27: researchers diary.docx - 27:81 [Jo no sé escriure en la meva l..] (144:144) (Super)
Codes: [awareness of having learnt HL - Family: LEARNING OUTCOMES] [positive attitude towards languages - Family: motivation and attitudes towards learning languages]
No memos

Jo no sé escriure en la meva llengua però quan veig la paraula en anglès al costat la sé dir amb la meva HL

P28: RIT.docx - 28:3 [use students to understand eac..] (15:15) (Super)
Codes: [colloborative work - Family: LEARNING OUTCOMES]
No memos

use students to understand each other

<p>VARIABLE: TEACHER'S PERFORMANCE</p> <p>[lack of plurilingual competence in teacher] [plurilingual competence] Quotation(s): 23</p>
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P27: researchers diary.docx - 27:15 [First examples of teacher not ..] (50:50) (Super)
Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

First examples of teacher not understanding: bird / bérð/ pronounced by paki

P27: researchers diary.docx - 27:16 ['carinyete tu parles xinés- és..] (52:52) (Super)
Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

'carinyete tu parles xinés- és àrab, says children, doncs àrab'

P27: researchers diary.docx - 27:31 [Ch(aspirated) ama, in berber, ..] (168:168) (Super)
Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

Ch(aspirated) ama, in berber, teacher doesn't understand and feels pupil is making fun of her...has no idea of aspiration. Pupil explains to teacher it is in berber

P27: researchers diary.docx - 27:69 [Teacher does not refer to pupi..] (27:27) (Super)
Codes: [AL class context - Family: The AL classroom] [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

Teacher does not refer to pupils' HLs at all. All is done in Catalan except specific exercises, instruction-giving: open your book and fill in the gaps.

P27: researchers diary.docx - 27:72 [The teacher seems to have no p..] (17:17) (Super)
Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

The teacher seems to have no plurilingual empathy, she seems to be not aware that her pupils speak other languages

P27: researchers diary.docx - 27:74 [teacher tries to read in Iloka..] (75:75) (Super)
Codes: [plurilingual competence - Family: Teacher's performance]
No memos

teacher tries to read in Ilokano, pupils laugh

P27: researchers diary.docx - 27:75 [Teacher needs more humf and ex..] (56:56) (Super)
Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

Teacher needs more humf and excitmenet but, class is in English more or less all the time

P27: researchers diary.docx - 27:83 [teacher needs to be plurilingu..] (50:50) (Super)

Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

teacher needs to be plurilingual in order to teacher plurilingually and teach plurilingual children

P28: RIT.docx - 28:14 [T: han posat en marxa una maqu..] (288:288) (Super)

Codes: [motivation towards project_AL teacher] [plurilingual competence - Family: Teacher's performance]
No memos

T: han posat en marxa una maquinària que no havien posat en marxa, estan súper motivats, però no podem predre de vista el tema de l'anglès

P28: RIT.docx - 28:23 [T: i et diuen, això en paquist..] (47:47) (Super)

Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

T: i et diuen, això en paquistaní és tal,

P28: RIT.docx - 28:29 [Ho fas per això. Jo el que sí ..] (45:45) (Super)

Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

Ho fas per això. Jo el que sí que faig és que els pregunto per l'orgull de la seva cultura, però molt no saben eh, i els paquistanesos, ara no me'n recordo eh, però diuen moltes paraules en anglès

P28: RIT.docx - 28:32 [T: per què els idiomes, quins ..] (93:93) (Super)

Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

T: per què els idiomes, quins has vist?

P28: RIT.docx - 28:34 [R: Si vols ho estructurem d'un..] (110:111) (Super)

Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

R: Si vols ho estructurem d'una altra manera (en referència al language collage)

T: bueno, no sé, clar, per mi això és intel·ligible, però potser amb columnes, urdú, no se què

P28: RIT.docx - 28:35 [T: sí, a més n'hi ha molts, al..] (115:115) (Super)

Codes: [lack of plurilingual competence in teacher - Family: Teacher's performance]
No memos

T: sí, a més n'hi ha molts, al B hi ha un filipino que parla tagalog i un altre que parla aqlla altra llengua, com es diu?

P28: RIT.docx - 28:44 [R: no ho sé, de fet estan fent..] (273:275) (Super)

Codes: [plurilingual competence - Family: Teacher's performance]
No memos

R: no ho sé, de fet estan fent un conte en anglès i traduït a les seves llengües, de fet els únics que diuen que parlen català són el sergio i el jordi, el sergio ho ha fet al català?

T: és una feina de llengües estrangeres

R: i és una manera de dir, mira és la realitat, aquestes són les llengües que hi ha l'aula

P28: RIT.docx - 28:45 [R: no perdem de vista el que f..] (278:279) (Super)

Codes: [plurilingual competence - Family: Teacher's performance]
No memos

R: no perdem de vista el que fem, volem que milloren l'anglès, que han millorat d'actitud, motivació, que és molt xulo el que fem sí

T: però l'objectiu és l'anglès

P28: RIT.docx - 28:51 [R: i creus que això ha repercu..] (306:307) (Super)

Codes: [plurilingual competence - Family: Teacher's performance]
No memos

R: i creus que això ha repercutit en les altres assignatures o en les altres llengües?

T: jo crec que sí, segur però hem acabat tard...que no hem tingut temps, potser tb amb alguns per la seva identitat personal volen aprendre més de la seva Hl, i la col.laboració que han tingut, jo sé urdu i t'ajuda,

P28: RIT.docx - 28:53 [R: potser no cal ni prohibir, ..] (324:325) (Super)

Codes: [plurilingual competence - Family: Teacher's performance]
No memos

R: potser no cal ni prohibir,
només el fet que no hi hagi un
reconeixement

T: és el principal, és un
reconcoenixemnt

**P28: RIT.docx - 28:55 [R: i
l'any que ve com t'imagin..]
(330:331) (Super)**

Codes: [plurilingual
competence - Family: Teacher's
performance]
No memos

R: i l'any que ve com
t'imagines que serà diferent de
la teva manera de fer?

T: si, per exemple, una cosa que
em va fer pensar, qüestions de
disciplina, que canvio al català,

i penso si ho fes amb anglès
també ho entendrien

**P28: RIT.docx - 28:56 [T:
activitat més, intentar fer..]
(333:333) (Super)**

Codes: [plurilingual
competence - Family: Teacher's
performance]
No memos

T: activitat més, intentar fer
més referència a la seva hl

**P28: RIT.docx - 28:57 [T:
ajudar a motivar, m'ho he d..]
(351:351) (Super)**

Codes: [plurilingual
competence - Family: Teacher's
performance]
No memos

T: ajudar a motivar, m'ho he de
replantejar

**P28: RIT.docx - 28:59 [T:
però no cal prohibir T: els..]
(359:360) (Super)**

Codes: [plurilingual
competence - Family: Teacher's
performance]
No memos

T: però no cal prohibir

T: els tres cursos ho faré, ja
veuré com enfocar-ho a 6è

**P28: RIT.docx - 28:61 [T:
amb els de 6è els he dit qu..]
(197:197) (Super)**

Codes: [plurilingual
competence - Family: Teacher's
performance]
No memos

T: amb els de 6è els he dit que
fessin alguna cosa semblant,
amb un llistat de paraules
relacionades amb el menjar, han
tornat fatal de la setmana santa

Annex 3: Examples of completed instruments

6

NOM ALUMNE/A

DATA I GRUP 5-3-2015 52A

Omple les graelles amb la numeració amb que t'identifiques en cada cas. Tria l'opció correcta de l'1 al 5. La X correspon a les llengües catalana, castella i anglesa.

NO ESTIC GENS D'ACORD 1 2 3 4 5 TOTALMENT D'ACORD

	CATALANA	CASTELLANA	ANGLESA
1. M'agradaria aprendre tanta llengua X com pogués	3	3	4
2. Quan he d'explicar alguna cosa a classe de llengua X em sento incòmode	1	1	1
3. Els meus pares insisteixen en la necessitat d'aprovar la llengua X	4	4	4
4. Em sento tranquil/la quan haig de respondre al professor/a de llengua X	5	5	4
5. M'agrada aprendre llengua X	5	5	5
6. M'encanta la llengua X	5	5	4
7. Si no tinc un examen de llengua X no repasso el que hem fet a classe	1	1	1
8. Quan fem activitats orals en grup a classe de llengua X em poso nerviós/a	1	1	2
9. Saber llengua X és important per trobar una feina	5	5	5
10. No sé escriure bé en la llengua X	1	1	1
11. Aprendre llengua X m'interessa perquè el professor/a em valori més	5	5	5
12. No tinc cap interès en aprendre llengua X	1	1	1
13. Si he de llegir en veu alta a classe de llengua X em poso nerviós/a	1	1	2
14. Els meus pares pensen que la llengua X no serveix per res	1	1	1
15. Aprendre llengua X m'interessa per tenir bones notes	5	5	5
16. Quan fem activitats orals per parelles a classe de llengua X em sento comode	5	5	5
17. Per a mi, estudiar llengua X és una bona experiència	5	5	5
18. Quan faig deures de llengua X i no entenc alguna cosa deixo de fer els deures	1	1	1
19. M'agrada escriure en la llengua X	5	5	5

¹ La X fa referència a la llengua catalana, castellana i/o anglesa.

	CATALANA	CASTELLANA	ANGLESA
20. Penso que la llengua X sona bé	5	5	5
21. M'ho passo bé a classe de llengua X	5	5	5
22. Quan llegeixo en llengua X i no entenc alguna cosa salto més endavant	1	1	1
23. Tinc por que els meus companys se'n riguin de mi quan parlo en llengua X	1	1	1
24. No tinc cap ganes d'avançar més en el coneixement de llengua X	1	1	1
25. M'agradaria saber la llengua X com si fos la meua llengua materna	5	5	5
26. M'hauria agradat començar a aprendre llengua X abans	4	4	4
27. A casa m'ajuden a entendre les coses i a fer els deures de llengua X	2	2	2
28. Aprendre llengua X és important per als meus futurs estudis	5	5	5
29. M'ho passo bé a la classe de llengua X	5	5	5
30. Tinc poques ganes d'aprendre llengua X	1	1	1

3

NAME:

GROUP:

DATE: Monday 1st March

When you see this spanish, add the language (s) you speak at home

1. Mother's highest education attained:

- a) Primary b) Secondary c) University

2. Father's highest education attained:

- a) Primary b) Secondary c) University

3. What languages do you speak to your mother?

spanish and ardu

- a) All the time b) most of the time c) sometimes d) rarely e) not at all

4. What languages do you speak to your father?

shahar, ingles, and urdu

- a) All the time b) most of the time c) sometimes d) rarely e) not at all

5. What languages do you speak to your brothers and sisters?

spanish, urdu, and catalan

- a) All the time b) most of the time c) sometimes d) rarely e) not at all

6. What languages do you speak to your close friends?

spanish, an catala

- a) All the time b) most of the time c) sometimes d) rarely e) not at all

7. Do you read urdu Quran?

- a) All the time b) most of the time c) sometimes d) rarely e) not at all

8) Do you write in English?

- a) All the time all b) most of the time c) sometimes d) rarely e) not at

9. Do you read English?

- a) All the time all b) most of the time c) sometimes d) rarely e) not at

10. Do you write English?

- a) All the time all b) most of the time c) sometimes d) rarely e) not at

SPOKEN LANGUAGE

11. Which language are you more comfortable in when you are with your friends at school? (circle the correct answer)

Spanish

English

Catalan

Spanish

12. Which language are you more comfortable in when you are with your friends out of school? (circle the correct answer)

Spanish

English

Catalan

Spanish

13. Which language do you think you are better in?

Spanish

English

Catalan

Spanish

WRITTEN LANGUAGE

14. Which language do you feel more comfortable with when you write?

Spanish

English

Catalan

Spanish

15. Which language do you feel you are better in?

Spanish

English

Catalan

Spanish

16. Which language do you think is less important for the future generation? If you had to sacrifice one, which one would it be?

Catalan

English

Catalan

Spanish

Annex 4: Transcripts interviews

Interview with Pere Mayans

Head of the Linguistic Immersion and Welcoming Department

Generalitat de Catalunya

11th April 2016

(this interview was not recorded: notes taken during the interview are included)

- | | |
|--|--|
| <p>1- Per què els alumnes nouvinguts parlen poc en català? Per què sembla que hi hagi un poc ús social del català?</p> <p>a) Pels usos lingüístics subjacents</p> <p>b) Perquè molta població immigrada arriba ja amb idees preconcebudes, perquè l'escola és un reflex del que passa a la societat: els nens i les nenes reproduïxen tot allò que passa al carrer.</p> <p>2- Es valora el coneixement d'anglès que tenen els nens nouvinguts?</p> | <p>3- Hi ha estudis al respecte que parlin de les conseqüències de l'aula d'acollida?</p> <p>Sí, tenen dades dels darrers 10 anys</p> <p>4- Per què el català se sent poc en un patí amb molta diversitat lingüística per part de l'alumnat?</p> <p>Pel que hem anat dient, perquè l'ús social del català no és homogeni, i hi ha barris i zones del territori català on el català és pràcticament inexistent</p> <p>5- En un dels teus articles fas referència a què "Un dels dèficits que tenim a Catalunya és la formació inicial dels mestres, a la universitat, en temes d'ensenyament i aprenentatge de segones llengües - que al capdavant és el que realment és la immersió-, i també en temes</p> |
|--|--|

Es fa una diagnosi de totes les llengües que es parlen i es valora d'on és més adient treure'ls.

com la gestió de la diversitat lingüística”

La societat no és gaire conscient d'això? Jo diria que no.... La immersió és un programa en què es treballen les estratègies d'ensenyament i aprenentatge en segones llengües, però no es formen els mestres en ensenyament de segones llengües, i això és una gran mancança.

6- En un altra entrevista fas referència a aquests camps d'actuació:

- A) Aules d'integració d'alumnat d'origen divers que ha vingut recentment a Catalunya
- B) Tractament integrat de llengües i contingut
- C) Com fer que els alumnes siguin realment multilingües (català, castellà, anglès i altres llengües estrangeres) però mantenint el català com a llengua vehicular de l'Ensenyament i com a element de cohesió

Tot això s'està fent però és complexa. Al Xtec hi ha material molt bo sobre les llengües familiars, cursos, material

didàctica molt bo, i tot des d'una perspectiva de segones llengües)

7- En relació a les aules d'acollida?

La quantitat d'aules d'acollida s'ha reduït en els darrers anys. Ara s'està donant continuïtat a les aules d'acollida amb la figura del suport lingüístic, un vetllador de llengua que entre dins l'aula ordinària. L'objectiu és que aprenguin BICS però sovint marxen de l'aula i no tenen el nivell

8- Quines llengües parlen els alumnes d'origen divers que arriben a Catalunya?

Es posa molt d'èmfasi posat en les llengües d'origen dels alumnes, quines són les llengües reals que parlen els alumnes, és una qüestió molt important ja que sovint diuen que parlen una llengua quan en parlen un altre: Molts xinesos vénen a Catalunya i parlen wu, la llengua que el govern xinès està fent tots els possibles per abolir. Moltes famílies arriben aquí ja amb molts prejudicis lingüístics, com els que vénen de Pakistan i diuen que parlen Urdú quan parlen Pashtu. Moltes famílies arriben aquí i no saben de l'existència del català.

Interview with Professor Xavier Vila

Professor of Catalan language and Catalan literature

Faculty of Philology

University of Barcelona

21st April 2016

(transcription)

Vila: Els 70 i 80 hem viscut en mercats nacionals que es constituïen en mercats nació i ens venien la promesa que la llengua de l'Estat servirà per tot, llavors l'única cosa que havies de fer és despullar-te de tot allò que portaves i posar-te això i llavors ja entraves en el paradís.

Ara hem entrat en un altre món que és molt més complicat, els Estat-Nació continuen tenint molt força i per tant el domini i control de l'Estat-Nació continua sent fonamental però hi ha altres recursos lingüístics que guanyen en importància com per exemple l'anglès, tenim gent absolutament obsessionada per tenir un control absolut de l'anglès i s'estan fent autèntics disbarats. No només l'anglès, també vas pel carrer i veus altres llengües que a nivell supre-estatal van prenent força, l'alemany i després hi ha llengües que recuperen alguns espais, que no són per raons purament simbòliques, és a dir. Si l'Alguer per exemple, van decidir rotular

els carrers del centre en català, per què tothom parlés català? No. És una imatge de marca, saps que hi ha Sardenya i la ciutat catalana, si tens dos dies, vas als dos llocs.

A més, aquí tenim el tema polític, que hem de decidir què som, un Estat com Txèquia, com Bèlgica, o com França. Però a banda d'això, hi ha la qüestió dels migrants, les poblacions també es mouen amb capitals lingüístics, n'hi ha que valen molt la pena i n'hi ha que valen molt poc la pena en el marc en que ens movem. Saber Wu en aquest moment és un capital minvant perquè a la Xina s'està fent pressió perquè desaparegui i en canvi el mandarí està en el alça perquè la Xina està en alça en el món mundial. Tens aquestes dinàmiques tan interessants perquè veus que els mateixos pares no volen transmetre aquella llengua però sí que aprengui aquella llengua que té un capital superior.

Quan jo tinc que qualsevol política de normalització lingüística passa pel

plurilingüisme jo el que dic que ja no podem fer el plantejament de l'Estat-Nació i que tot es farà en la llengua de l'Estat-Nació i que s'eradicarà tot i que serem feliços en un país monolingüe, ara ja ni vindria, i això vol dir que s'han de tenir en compte els altres recursos i capitals.

Jo sempre dic que en el cas de les immigracions cal tenir en compte que els nostres millors aliats per a la internacionalització són nanos que han passat per un procés d'internacionalització i que llavors el que tindria lògica és que aprofitéssim aquests nens, des d'un punt de vista econòmic. El que passa és que totes aquestes tendències entre elles xoquen i com passa en el món real, com més feble és en el món real, més feble és. I llavors, tot plegat demana intel·ligència emocional, estratègiques i pedagògiques, perquè quan estem parlant de l'escola, s'han de combinar qüestions ideològiques, religioses. L'experiència de l'àrab és un clar exemple. Els pares no volen transmetre el Darija, però volen que els seus fills tinguin coneixement de l'àrab clàssic, i això només passa a les mesquites.

R: Però on vaig jo, si no hi ha, des de l'escola un recolzament i un reconeixement de les llengües que parlen aquelles criatures, en el fons els estàs quasi que donant la raó.

Vila: Clar, però si només ho tanques en el món escolar és un problema perquè el món escolar reproduceix i segueix el que demanen els pares, llavors, i pot ser dissonant.

R: Penso que, tenint en compte la realitat de l'escola aquesta del Raval, és el contrari justament, es formen aquest ghettos de llengua catalana acadèmica, per dir-ho d'alguna manera que no és gens representativa del que després passa, es fan les interaccions en català alumna-mestra-alumna i mestra mestra i no és representatiu del que després passar.

Vila: Això no és un ghetto

R: D'acord no és la paraula adequada però si després al sortir de l'àmbit escolar...

Vila: Sí, però, mira't-ho al revés, el que passa a l'escola és que només aconseguixes que els alumnes parlin amb el mestra en català i el que passa és que en les interaccions entre ells, reproduïxen el que senten al carrer, capgira-ho i veuràs que em dones la raó. No se li pot demanar a l'escola més del que ja fa, has d'actuar des de fora. Si els pares no volen que els fills perdin el temps estudiant amazig, per molt que tinguis una escola molt motivada perquè els s'ensenyi amazig, no tenen alumnes.

R: Però jo el que dic, la meua proposta no és que es facin classes extraescolars, que

això també està molt de moda, i que promoure les *heritage languages* que estan de mode, i clar si entrem amb Cummins's i la importància de la L1.

Vila: Alerta, Cummins's diu un llengua, no cal que sigui la L1. Això és molt important perquè en el debat sobre el multilingüisme es creen com sectes, el que defensen una cosa, el que defensen una altra. En aquest punt és molt important veure de que estem parlant, és d'adquirir el BICS i el CALP en algun llengua

R: Però llavors és fàcil la justificació

Vila: Si per llavors que jo dic és que

R: On vaig és utilitzar-la, que en fons, en la majoria dels casos, és utilitzar la seva identitat reduïda a la seva llengua que una altra cosa, de fet és la meva primera hipòtesi, que les llengües són *relevant to identity*. Com fer florir aquestes llengües i quans veus, l'estudi està fet amb 45 nens, que no obrien la boca, i de cop els dius que poden utilitzar la seva llengua

Vila: Això a on?

R: Aquí al Raval, i llavors comencen a fer transferències entre una llengua i una altra, i aquí és on vaig jo, des d'aquesta perspectiva, i en el fons el que proposem és donar rellevància a tot allò que tots fem quan aprenem una altra llengua, aquesta idea no de traduir, 'pensa en anglès', i és

una mica aquesta idea, i a més, ja sé que hi ha molta reticència amb això de l'anglès però resulta que les escoles on hem dut terme aquest estudi, l'aula d'anglès és l'únic espai on els alumnes se senten en igualtat de condicions, tenen el mateix nivell d'estrangeria vers una cosa.

Vila: Bé, depèn del nivell sociocultural, la classe d'anglès és un dels grans ambients de dissuasió sociocultural perquè

R: Aquí no hi ha cap nen que vaig a un extraescolar, ho dius per això?

Vila: Sí, perquè jo recordo aules on hi ha alumnes nadius o que han passat per països anglòfons

R: sí, evidentment, jo parlo en situacions en què això no es dona

Vila: Sí, si, pot ser

R: quan veus a nens de Sud-Amèrica, a l'aula d'anglès conjuntament amb nens que vénen del Pakistan o de Bangladesh que tenen un nivell d'anglès força més alt

Vila: Sí clar, els obres una oportunitat per a ells ja que no tenen en altres àmbits

R: i tu des de fora no ho veus, quan entres a l'escola i veus que això passa i a sobre tens mestres que no entenen

Vila: que no són d'anglès

R: No, no, jo defenso que puguin ser mestres no nadius, que no cal tenir un súper

nivell per ser mestre de llengua, però que no tenen aquesta empatia intercultural, que no entenen aquell nen del Pakistan que està parlant un anglès perfecte però que la mestra no l'entén

Vila: és que aquí s'obre un món sencer, què significa aprendre anglès, quins són els models de referència. L'any passat una alumna de màster va fer un treball amb els alumnes de filologia anglesa sobre les actituds que havia de tenir el professor anglès, nadiu o no nadiu, i va ser molt interessant, amb una contradiccions molt bèsties, els nanos que estan fent filologia a Barcelona prefereixen un professor nadiu a qualsevol nivell, dius bé, tens un cert problema.

Vila: el marc que has de treballar la normalització és aquest, a través del plurilingüisme, i no pots pensar que les altres llengües desapareixen, moltes llengües van desaparèixer, és així, has d'actuar. Tindràs un entorn plurilingüe fas unes polítiques en què tindràs sempre parlants que parlïn L2 i 3 diferents, cosa que implicarà que tindran uns coneixements que podràs aprofitar. És un grau de complexitat molt superior que demana de molta empatia, cosa que està molt bé, que s'ha acabat el *orden* i el *mando*.

R: Vaig estar amb el Pere Mayans, i parlàvem de les aules d'acollida. El català

és una llengua estrangera / L2 per tota la població immigrada però els mestres no estan formats com a mestres de català com a llengua estrangera. Tot això com s'articula? A l'hora de veritat els nens se'ls posa a les aules d'acollida amb un mestre que no sé ben bé quin perfil té però ensenyen català com si fos una L1.

Vila: des del punt de vista de les organitzacions dels centres, quan va arribar l'onada immigratòria 2000-2010 es fan fer canvis molt importants en l'organització dels centres, per replantejar fer classes en entorns multilingües. En el que fa a la formació dels docents, és ínfima i a més tenim un sistema molt funcional cosa que implica que potser li tocava encarregar-se de les aules d'acollida al professor de català enamorat de Ramon Llull o es podia contractar un coordinador LIC amb formació escassa. En termes didàctics i pedagògics és tot molt deficient. Es va fer un mica com els professors de català que ensenyaven castellà a catalans parlants. Partint de la base de mireu: hi havien nadius i gent que no sabia ni que existia el català. Quan va començar el model d'immersió, hi ha un cert pòsit d'això, tot i que és tènue, i la formació dels mestres, que aquí ha reulat molt pel que fa al coneixement de llengua. En la meua universitat el català ha passat a tenir 3 crèdits i el professorat que arriba no sap llengua, els continguts de

l'ensenyament en segones llengües no existeixen, les nocions de sociolingüística no existeixen. Llavors tot això, hi havia un postgrau d'ensenyament multilingüe, però es va extingir perquè semblava que ningú el necessités. Vaig dirigir un Màster d'assessorament lingüístic, gestió del multilingüisme, no va continuar la banda de gestió del multilingüisme. Aquí hi ha un forat molt gros. També cal dir que hem viscut dos moments molt grans. Un primer moment d'urgència, en què calia tapar forats perquè els mestres t'explicaven que havia arribat un nen de la Xina, fa un mes un del Togo, però a més sé que aquest nano de la Xina l'any que ve no hi serà

R: i un nen està escolaritzat i l'altre no

Vila: un moment d'impacte de 6 o 7 anys, i després la crisi i les retallades, cosa que vol dir que han desaparegut les aules d'acollida, i després de forma contundent. El mateix valor té un nen que té el Panjabi com a L1 com un nen que té TDAH. I hi ha una competició pels recursos que a vegades que els dediquem a les llengües no ho veiem i som lingocèntrics, i ara mateix el que hi ha és escasseja en general.

R: i tot no creus que no hi ha unes característiques molt identificades que condicionen el fracàs escolar?

Vila: el primer socioeducatiu és el de les mares.

R: aquests tres condicionants estan identificats. No creus que si hi hagués un canvi en el com s'ensenyava, això canviaria?

Vila: Jo el que crec és que sí. Em van demanar quins eren els reptes per l'ensenyament del segle XXI. La primera cosa que dic és que hi ha una falera per l'anglès, estic cansat de demanar als meus alumnes com han estat les seves classes d'anglès i em trobo gent que diu que el batxillerat feien el *present perfect* i l'altre extrem, hi ha gent que aplica metodologia ACILE amb nanos que tenen un A1 i els apliquen nivells de llengua de C2. Estan posant exemples. Un exercici en anglès que en prou feines distingeixi el present del passat, que expliqués les diferències entre els boscos de bedolls.

R: Per mi això és igual de pecat que l'altre.

Vila: Home, el resultat és el mateix.

R: Aquest país està plegat de bons mestres

Vila: Per mi la revolució comença perquè les classes d'anglès servissin

R: Si alguna cosa ha canviat, és la competència oral.

Vila: Viatgen més, l'anglès ha millorat, la meitat de la població catalana que diu que pot mantenir una conversa

R: I no tenir uns referents nadius. Aquestes estratègies d'ensenyament-aprenentatge que

té un mestre d'anglès es podrien traspassar, però no passa, parlem de Guasch i integració d'àrees però no passa.

Vila: Hi ha gent que encara no entès que la llengua oral és molt important, i és la llengua que parles

R: I això costa molt d'avaluar

Vila: Fes una prova de selectivitat d'oral, però s'han descuidat l'oralitat.

R: Parles en l'ensenyament del català, quan arriba un immigrant aquí i l'exigeixes que aprengui català i després surt al carrer i no el necessita.

Vila: Sí, però tampoc no necessita saber matemàtiques. En el mercat privat, la gent que sap català guanya un 17% més. Llavors, la lectura del que dius et porta a pensar és que no cal que l'aprenguin. I és una qüestió de posar-los en igualtat de condicions. De fet els nanos immigrants no són els més reticents en l'ús espontani del català, de fet l'utilitzen bastant més.

R: I a on són més reacis?

Vila: En els llocs on es va concertar la immigració espanyola durant els anys 60 i 70 on pràcticament no hi ha catalanoparlant on hi ha barreres de classe On hi ha més distància del català? Allà on hi ha més distància dels catalans. Segons quina àrees de les perifèries de Barcelona, hi ha instituts que tot és en castellà, i els nanos immigrants

aprenen el català i els fan servir a fora, i hi ha una certa qüestió d'identitat i una altra qüestió, s'ha trencat l'ascensor social, ara mateix la progressió social per una part de la població ja no existeix. L'escola ja no és rellevant, ni l'institut.

R: Clar, i aquí el que jo dic és que l'escola es fonamental. Jo una de les preguntes que vaig fer a aquests alumnes era quan parlàvem del repertori lingüístic i els preguntava de totes les llengües que parlaven quina era la que els destorbava més, i era el català.

Vila: No és a nivell d'escola.

R: Doncs jo crec que sí, si el missatge és un altre, el que arriba.

Vila: I què ha canviat

R: Que se n'ha adonat del que saben. Ells utilitzaven unes estratègies lingüístiques: *translanguaging* etc. però se sentien que no els deixaven, però que no es valorava, perquè ells havien de parlar català entre ells. Llavors es van trobar amb un espai on es no es prohibia res, i val que no era català, era anglès, però era acadèmic igualment i es va adonar, va començar a emergir i passen de ser emergents a ser usuaris d'aquestes estratègies, parlants que utilitzen el seu repertori lingüístic, i a més sembla que això ha tingut efectes positius en rendiment acadèmic en anglès, sinó també català i

castellà. És una població de L1 d'ex-colònies britàniques.

Vila: I de L1 què portem?

R: Panjabi, bangla, romanès, castellà, molts diuen que parlen Urdu. I dues noies xinesos que parlen Wu. I filipins que parlen ilukano.

Vila: Aquesta altra dimensió que és molt important.

R: Els pares que decideixen no incloure les seves llengües, i llavors tu els dius que tradueixin uns textos, i de competències ni ha 28, el que sap parlar però no escriure etc. i això va implicar una implicació per part de les famílies i es va llegir amb nens de P3 en anglès i en totes les llengües. L'objectiu era crear contes en anglès i després traduïts a les llengües dels nens.

Vila: El paper de la traducció, no sé fins a quin punt la traducció és l'eix.

R: La traducció és l'estratègia amb la que poder treballar la competència plurilingüe

Vila: D'acord, les teves companyes

R: Fan servir L1 i la traducció per aprendre anglès.

Vila: Jo no sóc reticent a l'ús de l'alternança de codis en l'ensenyament, però crec que té uns límits

R: Ha de ser usos informats

Vila: Perquè llegeixo algunes vegades que l'alternança és la solució

R: jo no dic això, no posem en dubte la immersió per se

Vila: més enllà d'això, hi ha moments en què, hi ha línies vermelles que no s'hauria de passar.

R: Et dono les gràcies, em va molt bé tenir una altra visió més dins de dins, sobre la situació actual, és molt complexa.

Annex 5: Confidentiality and non-disclosure agreements

✓ Parents consent

Març 2015

Benvolgudes famílies,

Nom alumne/a: _____

Informem a les famílies que l'escola X participarà durant aquest curs amb la Universitat Ramon Llull en un projecte que es basa en fer servir totes les llengües dels alumnes (tant les que parla a casa o les de l'escola) per millorar el seu aprenentatge de l'anglès.

Demanam l'autorització a les famílies per poder fer fotos i gravar algunes de les sessions d'anglès tot garantint l'anonimat total dels noms. Les imatges i gravacions es faran servir només per fins acadèmics. Es garanteix, a més, que tots els resultats es compartiran amb les famílies i l'escola.

Destaquem que la prioritat principal d'aquest projecte és que els alumnes aprenguin i millorin el seu anglès en un context d'aprenentatge realista i agraïm molt la vostra col·laboració.

Firma del pare / mare / tutor,

✓ Non disclosure agreement translators

Non Confidentiality Agreement

I understand and accept the following responsibilities as proofreader/ evaluator of the translations developed by primary school students in Barcelona:

1. In the performance of my duties, I may gain access to confidential which is protected from disclosure.
2. I shall treat ALL information accessible to me in the performance of my duties as Protected Information.
3. I shall use Protected Information for the sole purpose of performing my job duties.
4. I shall not permit myself or any other person to copy or reproduce Protected Information.

Name

Signature

Date

✓ Acord de no divulgació DCAS

ACORD DE NO DIVULGACIÓ

Aquest acord de no divulgació (en endavant l' "Acord") es fa i entra en vigor el dia xx de xx de 201x, per i entre:

Xxxx (NIF XXX) , amb domicili a XXXX ii Col·lectiu d'Analistes Socials (D-CAS S.L.) (NIF B64816838), amb domicili social a la Via Augusta 15-25 de Sant Cugat del Vallès 08174.

CONSIDERANT, que les parts desitgen proporcionar informació confidencial amb el propòsit de portar a terme el projecte 'xxx';

CONSIDERANT, que les parts desitgen preservar aquesta informació confidencial compartida, donat que conté dades personals protegides:

PER TANT, en consideració d'aquestes premisses i del present Acord, s'acorda que l'empresa Col·lectiu d'Analistes Socials SL es compromet, respecte al tractament d'informació confidencial de dades personals, a les següents obligacions:

- Mantenir la confidencialitat de la informació confidencial facilitada per xxx, i a complir, en tot cas, amb les previsions de la Llei Orgànica 15/1999, de 13 de desembre de protecció de dades de caràcter personal.
- Utilitzar les dades facilitades per a la realització del treball adjudicat, sense poder comunicar-les o cedir-les a cap altra entitat, empresa o persona diferent de la interessada, sense la corresponent autorització de xxx.
- Adoptar les mesures tècniques i organitzatives necessàries per tal de garantir, per una part, la seguretat de les dades i els sistemes i equips que intervinguin en el tractament de les dades de caràcter confidencial, i per l'altra, el deure de secret atribuïble a totes les persones que intervinguin en qualsevol de les fases del tractament.

La documentació resultant de l'objecte d'aquest encàrrec serà propietat de xxx i no podrà aprofitar-se'n ni fer-ne ús per a altres treballs a tercers sense la corresponent autorització de xxx.

A fe de tot això, les parts han disposat que aquest Acord s'executarà en dos exemplars originals dels seus representants degudament autoritzats a partir del dia i any abans indicats.

Signat en nom de xxx:

Signat en nom de Col·lectiu d'Analistes
Socials per:

Nom: xxx

Nom:

Títol:

Títol: Responsable de D-CAS

Data:

Data:

Signatura:

Signatura: